# Florida Interim Assessment Item Bank and Test Platform

## Item Specifications

**Spanish
Grades 3–5**

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# I. Introduction

In July 2010, the Florida Department of Education (FDOE) approved the adoption of the World Languages Next Generation Sunshine State Standards (WL–NGSSS) to support its pursuit of improved outcomes for all Florida World Language students and its participation in national educational initiatives, such as Race to the Top. The U.S. Department of Education awarded a Race to the Top grant to the FDOE in August 2010. An important component of this grant focused on the development of high-quality assessment items and balanced assessments for use by districts, schools, and teachers. The assessment items will be stored in the Florida Interim Assessment Item Bank and Test Platform (IBTP), a statewide secure system which allows Florida educators to search the item bank, export test items, and generate customized high-quality assessments for computer-based delivery or paper-and-pencil delivery. The IBTP allows Florida educators to determine what students know and are able to do relative to instruction on Florida's WL–NGSSS. The World Languages—Spanish component of this effort will encompass grades kindergarten through 12.

## A. Purpose

This document, *Florida Interim Assessment Item Bank and Test Platform, Passage and Item Specifications, World Languages—Spanish, Grades 3–5*, defines the content limits and standards alignment of assessment items for the IBTP. These specifications are intended for item writers and reviewers in the development of high-quality passages and assessment items.

## B. Scope

These *Item Specifications* for Grades 3–5 provide general and grade-specific guidelines for the development of all Grades 3–5 World Languages—Spanish passages and items available in the Florida Interim Assessment Item Bank.

This document contains three main sections:

**General Passage and Item Development:** This section discusses passage and item types; a broad range of acceptance criteria (including quantitative measures, qualitative measures, and reader/task considerations); and related concepts such as cognitive complexity and depth of knowledge, readability, bias/sensitivity concerns, text features and graphics, source documentation as well as appropriate grade and proficiency level vocabulary.

**Grade-Specific Item Development:** This section offers development guidelines for every WL–NGSSS Spanish benchmark, including clarification and content limits. It also details the appropriate depth of knowledge (DOK) levels, and suggested passage or stimulus materials. Explanations of the categories addressed in this section are included.

**Appendices:** This section includes sample items representative of the full spectrum of item types for a variety of standards across the grade band, as well as scoring rubrics for constructed response items, extended response items, essay response items, and performance tasks.

## C. Standards Alignment

The World Languages—Spanish items developed for the IBTP will align to the WL–NGSSS, which emphasize language proficiency rather than grade-level performance. That is, Novice Low/Mid proficiency level is the same, whether at the first grade or the tenth. The WL–NGSSS are structured into three levels of specificity: proficiency levels, standards, and benchmarks. Within the WL–NGSSS, students' linguistic proficiency is evidenced through tasks in five modes of communication and four intercultural standards.

**Proficiency Levels**

- Novice Low/Mid
- Novice High
- Intermediate Low
- Intermediate Mid
- Intermediate High
- Advanced Low
- Advanced Mid
- Advanced High
- Superior

**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.

- **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.

- **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.

- **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.

- **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.

**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.

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

- **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.

- **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.

### D. Definitions

**Passages, Stimuli, and Assessment Items**

Passages and other complex stimuli are important components of the Florida IBTP. For purposes of these specifications, a reading passage is a segment of written work that is to be followed by a series of questions, or assessment items, that assess the student's comprehension of the content presented. A listening passage is a segment of audio or video work that is to be followed by a series of questions or assessment items that assess the student's listening comprehension of the content presented (e.g., announcements, lectures, radio texts, literary audio clips). A complex stimulus is a presentation of information as a scenario, text, or media (e.g., graph, diagram, audio, video), which may accompany a passage to provide additional context or information upon which to assess the student's mastery of certain standards.

# II. Guidelines for Passage Development

### A. Passage Types

All passages will be either commissioned or taken from the public domain. A **commissioned passage** is a text developed by a writer for exclusive use in the Florida IBTP. **Public domain passages** are previously published but non-copyrighted texts chosen from a variety of sources and used in a format as close as possible to the originally published form.

A key factor in working toward language competence is to provide students with the opportunity to interact with a wide variety of authentic texts. For this reason, two passage types will be used on the Florida IBTP: literary and informational texts.

### 1. Literary Texts

These 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 texts or excerpts from literary texts must reflect qualities of good literature.

2. **Informational Texts**

These texts present language 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 appropriate proficiency-level information sources.

Passages should represent different points of view, contexts, and cultures while including issues and problems that persist across time. The passages should have identifiable key topics and relevant supporting details. The table below provides examples of literary and informational texts used:

| Types of Literary Text | Types of Informational Text |
|---|---|
| **Fiction**<br>• Drama<br>• Excerpts from longer works<br>• Fables<br>• Fantasy<br>• Folk tales, tall tales<br>• Historical fiction<br>• Legends<br>• Myths<br>• Poetry<br>• Short stories<br>**Nonfiction**<br>• Autobiographical and biographical sketches<br>• Critiques<br>• Diaries<br>• Essays (e.g., personal and classical narratives)<br>• Journals<br>• Letters<br>• Memoirs | **Primary Sources/Nonfiction**<br>• Diaries<br>• Essays (e.g., analytical, historical, informational, persuasive, scientific)<br>• Historical documents (e.g., Declaration of Independence)<br>• Journals<br>• Letters<br>**Secondary Sources/Nonfiction**<br>• Editorials<br>• Encyclopedia articles<br>• Magazine articles<br>• Newspaper articles<br>**Functional Materials**<br>• Consumer documents (e.g., manuals, warranties, contracts, applications)<br>• Embedded in text (e.g., table, charts, maps, graphs, illustrations, photographs, captions, text boxes)<br>• Fliers<br>• How-to articles<br>• Media (audio, video)<br>• Schedules<br>• Website pages |

## B. Criteria for Passage Development

The WL–NGSSS propose a three-part model for assessing texts: quantitative measures, qualitative measures, and reader and task considerations. Each category is explained in detail below. It is essential that these categories be given proper consideration throughout the passage development process.

### 1. Quantitative Measures

The quantitative measures refer to those aspects of text complexity that are difficult for a native language reader to evaluate efficiently, especially in long texts, and are thus typically measured by computer software. The quantitative measures relevant to Spanish passage development are a combination of Lexile® score and word count.

Lexile measures text complexity in terms of semantic complexity (vocabulary) and syntactic complexity (sentence length), as defined by the Lexile Framework for Reading. The chart below shows grade-band ranges for Lexile scores. For passage development geared toward Spanish language learners, it is recommended to stay within the lower ranges.

| Grade Band | Lexile | |
|---|---|---|
| | Minimum | Maximum |
| K–2 | 200L | 650L |
| 3–5 | 330L | 1000L |
| 6–8 | 665L | 1186L |
| 9–12 | 855L | 1385L |

Passage length will increase across grade bands, but it should also vary within grade bands. In general, for reading passages it is recommended to follow the word count in the table below. For listening passages, it is best to stay within the lower range. Listening passages should be under a minute in length.

| Grade Band | Literary & Informational | Functional | Poetry |
|---|---|---|---|
| K–2 | 25–75 | 25–75 | 25–50 |
| 3–5 | 40–125 | 40–75 | 50–75 |
| 6–8 Novice | 50–150 | 40–100 | 50–75 |
| 6–8 Intermediate | 50–175 | 40–100 | 50–75 |
| 9 –12 Novice | 50–150 | 40–100 | 50–75 |
| 9–12 Intermediate | 50–200 | 40–200 | 50–75 |
| 9 –12 Advanced/SU | 50–300 | 40–300 | 50–75 |

2. **Qualitative Measures**

Qualitative measures refer to levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands. The qualitative measures relevant to WL–NGSSS passage development are explained below.

a. **Readability and Text Complexity**

The quantitative measures discussed above (Lexile and word count) should not be the sole criteria for determining the readability of a passage. Passages may occasionally fall outside of the stated ranges as long as these exceptions can be strongly defended based on qualitative factors.

Readability is a complex notion, comprising many factors. Among the text factors to be considered are levels of meaning or purpose; clarity, elaboration, and organization of ideas; language conventionality or clarity; familiarity of the genre or topic; prior knowledge; level of abstraction; and difficulty of concepts. For audio and video stimuli, text complexity also refers to appropriate grade and proficiency level aspects such as speed of speech, accent, background noise, and voice pitch/tone. Regional accents are more appropriate for intermediate and advanced proficiency levels. Students will listen to audio and video stimuli twice.

All passages and passage topics must be appropriate for the intended grade band and age of the student. Concepts should not be too dense, sophisticated, sparse, simplistic, or juvenile. Likewise, style, tone, and vocabulary must be grade appropriate.

In general, the best estimate of readability or appropriateness, in terms of difficulty, is based on a consensus judgment of attentive readers who have experience with students at the intended grade-band level.

b. **Grade-Appropriate Vocabulary**

Vocabulary should be appropriate for the specified grade band and proficiency level. Decisions about the appropriateness of topics are based on professional judgment and internationally or commonly accepted published topic lists. Individual words or phrases no more than two proficiency levels beyond the tested proficiency, as well as idiomatic expressions common to Spanish-speaking countries, 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.

General grade-band appropriate academic vocabulary may be included in order to assess the Connections intercultural standard. Specialized vocabulary included in informational text may be scaffolded through glossaries, restatements, circumlocution, appositives, and stated examples. For grade band K–2, glossaries should be presented as part of the text, with the vocabulary meaning included within parenthesis in English [e.g., la almohada (*pillow*)]. For grade band 3–5, glossaries should be presented at the end of the text as a vocabulary section, with no footnote. For grade bands 6–8 and 9–12, glossaries should be presented as footnotes.

### c. General Quality and Content

Passages must function as intact, standalone pieces, contain a logical beginning and end, contain well-developed key concepts, and exhibit all other qualities of good writing. They must be timely but not apt to become outdated. Conversely, text with dated language, style, tone, or content will be accepted only when called for by the standard.

Passages should be accessible to all children at the target grade band and should not require specialized or otherwise unreasonable background knowledge, cultural or regional familiarity, or experience beyond what students at that grade band might be expected to know. They must reflect a range of cultures, ethnicities, and backgrounds. Furthermore, ethnic- or culture-specific topics should contain sufficient information to present an accurate depiction, rather than a superficial treatment. No passage should advantage or disadvantage any particular group of students. (For more information, see the **Diversity** and **Bias and Sensitivity Concerns** sections.)

### d. Source Documentation

Inaccurate information or misrepresentation of a topic or subject must be avoided. Factual material in passages must be documented by at least two high-quality, independent, reliable sources. In literary passages, information such as settings, names of historical figures and sites, historical dates and facts, holidays, customs, climate, and any other information not commonly known by an adult must be documented. All facts in informational passages must be documented. As with literary passages, any facts related to the traditions, customs, or lifestyles of another culture (e.g., how to play an ancient Mayan game) or connected with another geographical or historical place or time must be documented.

## C. Reader and Task Considerations

The reader and task considerations relevant to WL–NGSSS passage development include diversity, bias/sensitivity, and alignment to the WL–NGSSS.

Fairness to all students in testing is of the utmost importance. As such, the content in passages should be as fair and balanced as possible. Passages should include as many students as possible by avoiding negative or sensitive topics, stereotypes, biased language, and controversial or emotionally charged subject matter. Comprehensive and balanced representation in authors, as well as in content, is an additional concern.

### 1. 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, texts 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 types 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). Overall, passages must represent both genders, both in characters and in author representation.

2. **Bias and Sensitivity Concerns**

Because of the importance of fairness in testing, passages must represent both genders and a wide range of cultures and ethnicities. Items should reflect this diversity and should be balanced in terms of characters/ subjects addressed. In addition, different cultures and ethnicities should be treated respectfully, and items should avoid stereotyping or pigeonholing ethnic or cultural groups. Topics and situations that might be perfectly acceptable in other contexts can adversely affect students taking a test on their own with no discussion or adult guidance. The topics to avoid include, but are not limited to:

| | |
|---|---|
| spiritual matters | abortion |
| parapsychology | alcohol |
| the occult | tobacco |
| ghosts | guns |
| witches | violence |
| magic | games of chance |
| extraterrestrials | being fired or losing a job |
| natural disasters (earthquakes, floods, fires, hurricanes) | serious social problems (poverty, alcoholism, drug abuse, domestic violence, animal abuse, divorce) |
| national tragedies | serious illness |
| sexual activity | death |

Passages should not question, suggest, or seem to advocate any particular attitude, belief, or value that might not be held by all Americans. Topics about beliefs or values that are essential in the legal, economic, and social structure of our society and to the personal and social responsibilities of citizens in our society (e.g., democratic values) are acceptable.

Children should not be portrayed as being unkind or hurtful to people or animals or disrespectful to adults or other authority figures. In addition, conditions, situations, or practices considered dangerous, unsafe, or unhealthy for unsupervised children should be avoided.

Passages should avoid nonstandard English or Spanish as well as topics that use words or phrases that are likely to have suggestive or negative connotations.

### 3. Exemptions to the Bias and Sensitivity Guidelines

The WL–NGSSS intercultural standards include the assessment of cultural aspects such as fables, legends, and folklore, which may be related to religious practices of other cultures. However, this does not give developers blanket permission to use any passage that fits the standard, regardless of bias and sensitivity concerns. Passage developers' discretion and content-area expertise are of the utmost importance in distinguishing acceptable from unacceptable texts. Often, it is not the topic alone that might be sensitive, but the way in which the topic is treated.

### 4. Text Features and Graphics

Understanding and interpreting text structure is an important element of WL–NGSSS. Students are asked to locate key information, describe text structure, and analyze how a text's structure relates to its purpose and meaning. As such, **text features** such as headings, subheadings, numbered and bulleted steps, and glossaries may be included in some informational passages.

The WL–NGSSS also focus on **graphics**—specifically, integrating textual information with information presented visually. As such, graphics should not be decorative. Developers should avoid graphics that are unnecessary, or merely supplementary to the meaning of the text. Graphics should be of non-copyrighted art works in the public domain, or original, and should represent a wide variety of graphic/art forms. They may include text boxes, labels, legends, keys, and captions. They should also reflect multicultural diversity and avoid gender stereotyping. Graphics must be clear and easy to reproduce, and be semi-authentic whenever possible, and should not require prior or specialized knowledge inconsistent with the WL–NGSSS.

Graphics should be high quality and complex, and they should provide an independent source of information within a text. Their interpretation should be essential to understanding the text. All diagrams and charts should be titled. Titles should be displayed in capital letters, boldfaced, and centered.

# III. Guidelines for Item Development

World Languages—Spanish item writers for the Florida Interim Assessment Item Bank must have a comprehensive knowledge of WL—Spanish curriculum based on the WL–NGSSS and an understanding of the range of abilities of the students to be assessed. Item writers should understand and consistently apply the guidelines established in this document. Item writers are expected to use their best judgment in writing items that measure the WL—Spanish standards of the NGSSS.

### A. Overall Considerations

1. Each item should be written to measure primarily one NGSSS benchmark; however, other benchmarks may also be addressed for some item types.

2. Items should be appropriate for students in terms of grade-level instruction, experience and difficulty, cognitive development, and reading level. The reading level of the test items should be proficiency-based.

3. Items should be written to the cognitive level (DOK) of the benchmark. For example, if the benchmark states the student will compare concepts, the item should assess a comparison.

4. Items should assess the application of the concept rather than the memorization of dates, names, or facts unless otherwise noted in the individual benchmark specifications.

5. Items should not require the student to define terms, but to understand terms used in context.

6. Each item should be written clearly and unambiguously in order to elicit the desired response.

7. Items should contain accurate and sufficient content information.

8. Items should avoid providing information that may be used to answer other items (known as clueing or clanging).

9. Each item should be a "question worth asking" (in other words, items should address significant parts of the passage rather than information that is not key to the passage).

10. 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.

11. Every effort should be made to keep the test items as concise as possible without losing cognitive flow or compromising the overall idea or concept.

12. The item content should be timely but not likely to become outdated too quickly.

13. Real-world, factual stimulus materials included in item text (charts, graphs, tables, etc.) must cite the source used.

**B. Item Style and Format**

1. Items should be clear and concise and should use vocabulary, concepts, and sentence structure appropriate for the proficiency level. Writers should refer to the resources provided during item writer training.

2. The words *most likely* or *best* should be used only when appropriate to the question.

3. Avoid the use of *all of the above*, *none of the above*, *no change needed*, *correct as is*, *not enough information*, *cannot be determined*, or similar options.

4. Use uppercase type to emphasize the following words: FIRST, MOST, MOST LIKELY, LEAST, NOT, OPPOSITE, EXCEPT, MAIN idea, as well as BEST, SAME, ALIKE, DIFFERENT, BEFORE, and AFTER in items calling for comparison or contrast.

5. Stems should usually be positive, not negative.

6. For all grades, functional material should be referred to by its specific format (e.g., *schedule*, *brochure*, *flier*, *webpage*).

7. Grades 6–12 should use the terms passage, article, play, or poem.

8. In grades 6–12, if more than one sentence is quoted from the passage or article, the term *excerpt* should be used. When just once sentence is quoted, the term *sentence* should be used. When ellipses are used to indicate omission within a quoted sentence, the quoted text should be referred to as an excerpt. In poetry, the term *line* or *lines* should be used when referring to a quotation from a poem.

9. Items requiring art 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.

10. Graphics in items should be clearly labeled and contain all necessary information.

## C. Use of Additional Stimuli

Complex stimuli such as graphics may be used to provide both necessary and supplemental information; that is, some stimuli may contain information that is necessary for answering the question and other stimuli may support the context of the question. Scenarios may include diagrams, illustrations, charts, tables, audio files, or video files unless otherwise noted in the individual benchmark specifications.

1. Items should not begin with the stimulus; it should always be preceded by text.

2. All graphics (tables, charts, graphs, photographs, maps, illustrations, etc.) should be titled. Titles should be in all caps, boldfaced, and centered; they may be placed above or below the stimulus.

## D. Documentation

Most WL–NGSSS items are passage driven, which means that students will rely on information in the passage to answer the question. Very few items will need to introduce new information (such as facts or details that do not appear in the passage).

In the rare event that an item might introduce new information, it is essential to avoid presenting inaccurate information. Factual material introduced in items must be documented by at least two high-quality, independent, and reliable sources.

## E. Reader and Task Considerations

### 1. Bias and Sensitivity

Fairness to all students in testing is of the utmost importance. Similarly to passages, items must represent both genders and be balanced in terms of characters/subjects addressed, as well as reflect a diversity of cultures and ethnicities. In addition, all cultures and ethnicities should be treated respectfully, and items should avoid stereotyping or pigeonholing ethnic or cultural groups. Please see page 8 for more detailed information on bias and sensitivity concerns.

## 2. Universal Design

The application of universal design principles helps develop assessments that are usable by the greatest number of test takers, including those with disabilities and non-native speakers of English. To support the goal of providing access to all students, item writers must attend to the best practices suggested by universal design, including but not limited to the following:

- reduction in 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 item and test layout and design, including, but not limited to, type size, line length, spacing, and graphics.

Throughout the development process, these elements are carefully monitored. Review processes and field trials are used to ensure appropriateness, clarity, and fairness.

## 3. Readability

WL–NGSSS-aligned items must be written with readability in mind. In addition, vocabulary must be appropriate for the proficiency level being tested. Please refer to the **Grade-Appropriate Vocabulary** section above.

## 4. Text Features and Graphics

Understanding and interpreting text structure is an important element of WL–NGSSS. Students are asked to locate key information, describe text structure, and analyze how a text's structure relates to its purpose and meaning. As such, **text features** such as headings, subheadings, numbered and bulleted steps, glossaries, and sidebars may be included in some informational passages, especially at lower grade levels in which structure should be more clearly "signposted."

The WL–NGSSS also focus on **graphics**—specifically, integrating textual information with information presented visually. As such, graphics should not be decorative. Developers should avoid graphics that are unnecessary, or merely supplementary to the meaning of the text. 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.

Graphics should be high quality and complex, and should provide an independent source of information within a text. Their interpretation should be essential to understanding the text. All diagrams and charts should be titled. Titles should be displayed in capital letters, boldfaced, and centered.

## F.  Item Difficulty and Cognitive Complexity

Items included in the Florida Interim Assessment Item Bank will include a range of difficulty and cognitive complexity. Difficulty levels will be established in field trials and included in the item release.

Each item for the Florida Interim Assessment Item Bank will be aligned to a depth of knowledge (DOK) level that captures its cognitive complexity. Cognitive complexity, as described by Dr. Norman Webb, refers to the cognitive demand associated with an item, focusing on *the expectation made of the item*, not *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 do), it assumes that the student is familiar with the basic concepts of the task. The complexity of the items remains independent of the particular curriculum a student has experienced.

### 1.  Reading: Depth of Knowledge Levels

**Level 1 (Recall)** items or tasks require students to recite facts or to use simple skills or abilities such as identifying or recognizing isolated words or structures. Oral reading that does not include analysis of the text and verbatim repetition of a text are exemplary of DOK Level 1 reading tasks. Level 1 standards or test items require only a surface understanding of the text presented and often consist of verbatim recall from the text or simple understanding of a single word or phrase. Language production is restricted to rote responses.

Some examples that represent but do not constitute all of Level 1 performance are:

- Recognize and name end punctuation.
- Use a dictionary to find the meaning of words.
- Identify figurative language in a reading passage.
- Recognize the correct order of events from a text.
- Quote accurately from a text.

**Level 2 (Basic Application of Concepts and Skills)** includes the engagement of some mental processing beyond recalling a response; it requires both comprehension by attending to contextual clues and subsequent processing of text or portions of text. Intersentence analysis of inference is required. Some important concepts are covered, but not in a complex way. Literal main ideas are stressed. Level 2 thinking may require students to apply some of the skills and concepts that are covered in Level 1. Language production may include the novel use or combination of rote lexical items.

Some examples that represent but do not constitute all of Level 2 performance are:

- Use context cues to identify the meaning of unfamiliar words.
- Provide an objective summary of the text.
- Predict a logical outcome based on information in a reading selection.
- Identify and summarize the major events in a narrative.
- Determine the main idea of a text.
- Determine how details support the main idea.
- Recognize elements of a plot.
- Make connections between the text of a story or drama and a visual or oral presentation of the text.

**Level 3 (Strategic Thinking and Complex Reasoning)** tasks call upon students to go beyond the text; however, they are still required to show understanding of the ideas in the text or use familiar language to understand a new concept. Students may be encouraged to explain, generalize, or connect ideas. Standards and items at Level 3 involve reasoning and planning. Students must be able to support their thinking. Level 3 may involve abstract theme identification, inference across an entire passage, or students' application of prior knowledge. Level 3 may also involve more than superficial connections between texts. Language production at this complexity would include communication on unfamiliar topics or the use of circumlocution.

Some examples that represent but do not constitute all of Level 3 performance are:

- Determine the author's purpose and describe how it affects the interpretation of a reading selection.
- Identify causal relationships in a text.
- Assess the extent to which the reasoning and evidence in a text support the author's claims.
- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil).
- Trace and evaluate the argument and specific claims in a text.
- Summarize information from multiple sources to address a specific topic.
- Analyze and describe the characteristics of various types of literature.
- Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

**Level 4 (Extended Thinking and Complex Reasoning)** standards or assessment items consist of tasks that incorporate the same high cognitive demands of Level 3 tasks, with the added dimension of extending those tasks across time or multiple phases. The Level 4 tasks must include the higher-order thinking, analysis and synthesis that characterize Level 3 tasks, but a student may be asked to perform these tasks with higher cognitive demands across communicative modes. An integrated performance assessment provides an ideal opportunity to raise complexity to this level by asking a student to use the target language to investigate a theme in depth and demonstrate insights and understandings across all modes of communication.

Some examples that represent but do not constitute all of Level 4 performance are:

- Analyze and synthesize information from multiple sources.
- Examine and explain alternative perspectives across a variety of sources.
- Describe and illustrate how common themes are found across texts from different cultures.
- Use multiple modes of communication to explore a single theme.

2. **Writing: Depth of Knowledge Levels**

**Level 1 (Recall)** requires the student to write or recite simple facts. This writing or recitation does not include complex synthesis or analysis but is restricted to basic ideas. The students are engaged in listing ideas or words, as in a brainstorming activity prior to written composition; are engaged in a simple spelling or vocabulary assessment; or are asked to write simple sentences. Students are expected to write and speak using Standard Spanish conventions. This includes using appropriate grammar, punctuation, capitalization, and spelling.

Some examples that represent but do not constitute all of Level 1 performance are:

- Use punctuation marks correctly.
- Identify Standard Spanish grammatical structures and refer to resources for correction.
- Recall information from experiences or gather information from provided sources to answer a question.
- Use correct grammar, punctuation, capitalization, and spelling to construct simple sentences.

**Level 2 (Basic Application of Concepts and Skills)** tasks require some mental processing. At this level, students are engaged in tasks such as writing first drafts for a limited number of purposes and audiences. At Level 2, students are beginning to connect ideas using a simple organizational structure. For example, students may be engaged in note taking, outlining, or simple summaries. Text may be limited to one paragraph. Students demonstrate a basic understanding and appropriate use of such reference materials as a dictionary, thesaurus, or website.

Some examples that represent but do not constitute all of Level 2 performance are:

- Construct compound sentences.

- Use simple organizational strategies to structure written work.

- Write summaries that contain the main idea of the reading selection and pertinent details.

- Outline a text, illustrating its key ideas.

- Use correct grammar, punctuation, capitalization, and spelling to produce a paragraph about an experience or activity.

**Level 3 (Strategic Thinking and Complex Reasoning)** tasks require higher-level mental processing. Students are engaged in developing compositions that include multiple paragraphs. These compositions may include complex sentence structure and may demonstrate some synthesis and analysis. Students show awareness of their audience and purpose through focus, organization, and the use of appropriate compositional elements. The use of appropriate compositional elements includes such things as addressing chronological order in a narrative or including supporting facts and details in an informational report. At this stage, students are engaged in editing and revising to improve the quality of the composition.

Some examples that represent but do not constitute all of Level 3 performance are:

- Support ideas with details and examples.

- Use transitional words or sentences to tie ideas together in an essay or story.

- Edit writing to produce a logical progression of ideas associated with a theme.

- Write arguments to support claims with clear reasons and relevant evidence.

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**Level 4 (Extended Thinking and Complex Reasoning)** tasks include several steps. At the novice levels, tasks may require students to take notes (in Spanish or English) on a video or audio, compare information from different sources, compare notes with other classmates and finally write a paragraph describing what was learned about the topic. At the intermediate and advanced levels, in addition, tasks may require students to write a multi-paragraph composition that demonstrates synthesis and analysis of complex ideas or themes. Such tasks will require extended time and effort with evidence of a deep awareness of purpose and audience.

More information about Florida's depth of knowledge levels is available online at *http://www.floridastandards.org/cpalms/dok.aspx*.

### G. Item Types

The Florida Interim Assessment Item Bank includes five item types: selected response (SR), constructed response (CR), extended response (ER), essay response (ESR), and performance task (PT). Sample items can be found in Appendix A.

1. **Selected Response (SR) – 1 point**

   Selected response items require students to choose an answer from the choices given. Each item consists of a stem and either three or four answer options, depending on the grade level (see #3 below). One of the answer options is the correct answer, and the remaining options are called distractors. Selected response items may also include a stimulus and/or passage.

   Selected response items must possess the following qualities:

   1. SR items should take approximately one minute per item to answer.

   2. SR items should contain a stem formatted as a question.

   3. SR items for grades K–2 should have three answer options (A, B, and C). SR items for all other grades and courses should have four answer options (A, B, C, and D).

   4. SR items must have only one correct answer option.

   5. During item development and review, the correct response should be indicated.

   6. During item development and review, the distractor attributes should be referenced for each benchmark in the item specifications to locate information explaining why a student would select that distractor.

   7. Distractors should reflect misconceptions or mistakes commonly made by students.

   8. Each distractor should be a believable answer (i.e., plausible, but incorrect).

   9. All answer options should be written in a style appropriate to the question asked. For example, a "how" question should have answer options that explain how.

   10. Options should have parallel structure whenever possible. Test item options should not have an outlier (e.g., an answer option that is significantly longer than or different from the other options).

   11. Items should not be clued or answered by information in the stem or other options.

   12. SR items should avoid providing information that may be used to answer other items (known as clueing or clanging).

   13. If an option is a single word or a phrase, the option should start with a lowercase letter. If an option is a sentence, the sentence should be conventionally capitalized and punctuated. Options that are imperatives should be treated as sentences.

14. Answer options that are single words should be arranged in alphabetical or reverse alphabetical order.

15. Answer options that are phrases or sentences should be arranged from shortest to longest or longest to shortest.

16. Numerical answer options should be arranged in ascending or descending order.

17. When the item requires the identification of a choice from the item stem, table, chart, or illustration, the options should be arranged as they are presented in the item stem, table, chart, or illustration.

Selected response items should also:

1. be clearly and simply written, avoiding trick questions that require students to figure out a particular angle or hidden agenda of the item writer;

2. function independently, the answer to one item not required as a condition for answering subsequent items;

3. be "questions worth asking" (in other words, address significant parts of the passage rather than information on the fringes);

4. require students to remain within the text rather than step outside of it;

5. contain vocabulary appropriate for the proficiency and grade level being tested, with distractors on or below grade level;

6. be free of grammatical errors, incorrect spelling, or slang that may distract students from answering the question;

7. be free of bias and sensitivity issues; and

8. be clearly written to accommodate the principles of universal design (see page 11).

a. **Distractor Attributes**

Distractor attributes give specific descriptions about writing distractors. Written in conjunction with standards and benchmarks, distractor attributes are incorporated into the item specifications for the benchmarks they address and assist writers as they develop strong distractors for selected response items. Writers and reviewers use distractor attributes to test an item's strength and authenticity and to weigh the plausibility of distractors. Each benchmark has general guidelines for formulating and evaluating distractors. These may include but are not limited to misconceptions, common mistakes, and plausible but incorrect answers.

## 2. Open-Ended Response

Constructed Response (CR), Extended Response (ER), Essay Response (ESR), and Performance Task (PT) items require the student to provide written or oral responses. A scoring rubric and exemplar should be developed for all open-ended response items. Rubrics for open-ended response items can be found in Appendix B. The rubrics were developed using the American Council on the Teaching of Foreign Languages Performance Guidelines as a

base. Exemplars will be used as scoring guides and should be specific to the item, but not so specific as to discount multiple correct answers. Exemplars should include a clear and defensible description of the top score point, and contain straightforward language that is accurate and complete and is easy to interpret.

Open-ended response items should:

1. contain clear and explicit directions for completing the task;

2. elicit expected types of answers, which become the basis for scoring rubrics;

3. allow for multiple legitimate interpretations and points of view;

4. require a response of **more than one or two words** and elicit a range of score points indicated in the rubric;

5. be consistent in the total number of points and the estimated amount of time a student will take to earn full credit (e.g., extended response items, which are worth 4 points, should take longer than constructed response items, which are worth 2 points);

6. require students to use higher-order thinking skills (application, analysis, synthesis, and evaluation);

7. require students to read or listen to the text closely and/or analytically (in advanced levels) in order to answer the question;

8. be phrased in a way that is stimulus-specific rather than generic;

9. ask students to support their answers with evidence from the text;

10. have a rubric with exemplars;

11. be free of grammatical errors, incorrect spelling, or slang that may distract students from answering the question (see the style guide for details); and

12. be clearly written to accommodate the principles of universal design (see page11).

   a. **Constructed Response (CR) – 2 points**

   Constructed response items are designed to measure a single benchmark and to elicit brief written or oral responses from students. A complete answer is worth 2 points and a partial answer is worth 1 point.

   b. **Extended Response (ER) – 4 points**

   Extended response items are more complex than CR items. ER items are designed to measure a single benchmark, but other related benchmarks may be addressed. ER items are intended to elicit brief written or oral responses of at least three sentences or phrases at the novice levels.

c. **Essay Response (ESR) – 6 points**

Essay response items are designed to elicit in-depth written responses from students. They can assess more than one benchmark. Essays must demonstrate most of the qualities listed above for CR and ER items. Essay response items possess the following additional characteristics:

1. They require students to respond with more than one or two paragraphs at the intermediate, advanced, and superior levels and elicit a range of score points indicated in the rubric.

2. They focus more on written expression (in contrast to CR and ER items, which can also focus more on reading/listening comprehension).

d. **Performance Task (PT) – from 2 to 8 points**

Performance task items are used to measure students' ability to integrate knowledge and skills over multiple modes or benchmarks. Specifically, performance tasks may require students to create a product, demonstrate a process, or perform an activity that demonstrates a level of proficiency in Spanish appropriate to the course or year of study as designated by the assigned benchmarks. Performance tasks generally require more time than the other item types and may take as little as a few hours or last as long as a few days. They are evaluated using customized scoring rubrics.

Performance task items may have the following components:

1. They may require students to spend from several hours to several days to produce a response, but not all performance tasks will be designed this way.

2. They should possess sufficient complexity and rigor to clearly exceed the demand of extended response items (ER).

3. They should meet best practice constructs, and vocabulary and syntax must be proficiency- and grade-level appropriate.

4. They should be clearly and concisely written and avoid the inclusion of unnecessary text and/or graphics.

5. Whenever appropriate, performance task items should be presented in a scaffolded format (bullet points, numbering, individual answer spaces, etc.).

6. They must contain clear and explicit directions for understanding and completing the required component tasks and producing the objective output.

7. All required tasks, skills, and/or behaviors must be objective, observable, and measurable.

8. All necessary equipment, materials, and resources should be referenced within the text of the performance task.

9. The stimuli should elicit the expected response(s).

10. Performance task items should elicit a range of score points.

11. Tasks should generally require students to organize, apply, analyze, synthesize, and/or evaluate concepts across multiple modes and/or benchmarks.

12. Tasks may measure performance in authentic situations outside the classroom, where appropriate and practical.

13. Required tasks should be worthwhile and meaningful to students.

14. Required written responses should be of extended length; other types of typical response formats include demonstrations, oral presentations, exhibits, or other products.

15. Performance task items must have companion rubrics to be used for scoring purposes.

Performance task rubrics should meet the following criteria:

1. The rubrics and performance tasks should be developed in tandem to ensure absolute compatibility.

2. Rubrics must be specific to the individual requirements of each performance task; holistic rubrics are not acceptable.

3. Rubrics must allow for efficient and consistent scoring.

4. Every possible score point must have a clearly worded descriptor, including the zero score point.

5. The highest score descriptor should allow for all legitimate and foreseeable methods of correctly and thoroughly completing all requirements of the performance task.

6. Every score point descriptor should address all expected methods of earning that score point.

# IV. Guide to Grade-Band Specifications

The remainder of this document offers detailed information about developing items aligned to each individual standard and benchmark in the grade band. For each benchmark assessed in the standards, the following information is provided:

**Proficiency Level:** A proficiency level refers to language proficiency and performance level expectations for the construct assessed. WL–NGSSS benchmarks are assessed at proficiency levels Novice Low/Mid through Superior.

**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.

**Benchmark:** Benchmarks are proficiency-level specific statements of expected student performance under each World Languages–Spanish 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.

### A. WL–NGSSS Benchmark Classification System

Each benchmark in the WL–NGSSS is labeled with a system of numbers and letters.

1.  The two letters in the *first position* of the code identify the **subject area**.

2.  The numbers in the *second position* represent the **grade level** to which the benchmark belongs.

3.  The letters in the *third position* represent the **proficiency level** to which the benchmark belongs.

4.  The number in the *fourth position* represents the **standard number**.

5.  The number in the *last position* identifies the specific **benchmark** under the standard.



| Grades K–12 |
| --- |
| **Proficiency Level:** Novice Low/Mid |
| **Standard 1:** Interpretive Listening |
| **WL.K12.NM.1.3** Demonstrate understanding of basic words and phrases in simple messages and announcements in familiar settings. |

## B. Definitions for Individual Specification Components

| | |
|---|---|
| **Content Focus** | This section indicates what the focus of the item should be. |
| **Clarification and Content Limits** | This section explains how the performance of the benchmark will be demonstrated by students for each specific item type.<br><br>**Clarification** statements explain what the student will do when responding to items of each type.<br><br>**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. |
| **DOK Target(s)** | This section points out the Depth of Knowledge (DOK) levels most appropriate for items aligned to the standard. The possible levels are 1, 2, 3, and 4. |
| **Allowable Item Types** | This section indicates the type(s) of item(s) used to assess the benchmark: Selected Response (SR), Constructed Response (CR), Extended Response (ER), Essay Response (ESR), and Performance Task (PT). |
| **Distractor Attributes** | Distractor attributes give specific descriptions about writing distractors. Written in conjunction with standards and benchmarks, distractor attributes are incorporated into the item specifications for the standards they address and assist writers as they develop strong distractors for selected response items. Writers and reviewers use distractor attributes to test an item's strength and authenticity and to weigh the plausibility of distractors. Each standard has general guidelines for formulating and evaluating distractors. These may include, but are not limited to, misconceptions, common mistakes, and plausible but incorrect answers. |
| **Text/Stimulus Attributes** | This section lists 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. |

### C. WL–NGSSS Benchmark Specifications

**Standard 1: Interpretive Listening**

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

| WL.K12.NM.1.1 Demonstrate understanding of basic words, phrases and questions about self and personal experiences through the use of gestures, drawings, pictures, and actions. | |
|---|---|
| **Content Focus** | Understand basic words and phrases. |
| **Clarification and Content Limits** | **Clarification:** The student will identify the meaning of basic words and phrases about self and personal experiences.<br><br>**Content Limits:** Vocabulary and expressions may include, but are not limited to, basic familiar words and simple phrases related to greetings, introductions, family, and likes and dislikes. |
| **DOK Target(s)** | 1, 2 |
| **Allowable Item Types** | SR, CR, ER, PT |
| **Distractor Attributes** | • responses that do not relate to appropriate interactions<br>• responses that reference inappropriate interactions |
| **Stimulus Attributes** | video or audio segment |

| WL.K12.NH.1.1 Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions. | |
|---|---|
| **Content Focus** | The content should include familiar expressions. |
| **Clarification and Content Limits** | **Clarification:** The student will identify and interpret information, concepts, and ideas presented orally in culturally authentic sources.<br><br>**Content Limits:** The content may include, but is not limited to, simple expressions related to food and drink as well as familiar expressions related to simple scenarios inside and outside the classroom. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | SR, CR, ER, PT |
| **Distractor Attributes** | • phrases that are not appropriate to the scenario described<br>• phrases that relate to scenarios outside the scenario described |
| **Stimulus Attributes** | video or audio segment |

**WL.K12.NM.1.2 Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.**

| | |
|---|---|
| **Content Focus** | Understand everyday expressions. |
| **Clarification and Content Limits** | **Clarification:** The student will identify, describe, and explain common expressions related to daily activities. |
| | **Content Limits:** The content may include, but is not limited to, vocabulary related to food, weather, family, people, school-related activities, and other appropriate topics familiar to the student. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | SR, CR, ER, PT |
| **Distractor Attributes** | • responses that reference inappropriate expressions <br> • responses that do not relate to the topic in the stem |
| **Stimulus Attributes** | video or audio segment |

**WL.K12.NH.1.2 Demonstrate understanding of short conversations in familiar contexts.**

| | |
|---|---|
| **Content Focus** | Understand short conversations. |
| **Clarification and Content Limits** | **Clarification:** The student will identify, describe, and explain the content of conversations about familiar topics inside and outside the classroom. |
| | **Content Limits:** The content may include, but is not limited to, vocabulary related to food, weather, family, people, school-related activities, and other appropriate topics familiar to the student. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | SR, CR, ER, PT |
| **Distractor Attributes** | • responses that reference inappropriate expressions <br> • responses that do not relate to the topic in the stem |
| **Stimulus Attributes** | video or audio segment |

**WL.K12.NM.1.3 Demonstrate understanding of basic words and phrases in simple messages and announcements in familiar settings.**

| | |
|---|---|
| **Content Focus** | Understand basic words and phrases. |
| **Clarification and Content Limits** | **Clarification:** The student will understand basic words and phrases in familiar settings.<br><br>**Content Limits:** The content may include, but is not limited to, greetings, introductions, and other social interactions that use simple familiar vocabulary and expressions experienced in everyday life. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | SR, CR, ER, PT |
| **Distractor Attributes** | responses that incorrectly reference the stimulus |
| **Stimulus Attributes** | video or audio segment |

**WL.K12.NH.1.3 Demonstrate understanding of short, simple messages and announcements on familiar topics.**

| | |
|---|---|
| **Content Focus** | Understand simple messages. |
| **Clarification and Content Limits** | **Clarification:** The student will understand simple messages on familiar topics.<br><br>**Content Limits:** The content may include, but is not limited to, greetings, introductions, and other social interactions that use simple familiar vocabulary and expressions experienced in everyday life. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | SR, CR, ER, PT |
| **Distractor Attributes** | responses that incorrectly reference the stimulus |
| **Stimulus Attributes** | video or audio segment |

**WL.K12.NM.1.4 Demonstrate understanding of simple information supported by visuals through a variety of media.**

| Content Focus | Understand information with visuals. |
|---|---|
| Clarification and Content Limits | **Clarification:** The student will identify, describe, and explain simple information that is presented orally and supported by visual aids.<br><br>**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. |
| DOK Target(s) | 1, 2, 3 |
| Allowable Item Types | SR, CR, ER, PT |
| Distractor Attributes | responses that incorrectly reference audio or visual presentations |
| Stimulus Attributes | video or audio segment supported by visuals |

**WL.K12.NH.1.4 Demonstrate understanding of key points on familiar topics presented through a variety of media.**

| Content Focus | Identifying basic key points with media. |
|---|---|
| Clarification and Content Limits | **Clarification:** The student will identify, describe, and explain the most important points in a variety of media that uses familiar vocabulary and expressions.<br><br>**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. |
| DOK Target(s) | 1, 2, 3 |
| Allowable Item Types | SR, CR, ER, PT |
| Distractor Attributes | responses that incorrectly reference audio or visual presentations |
| Stimulus Attributes | video or audio segment supported by visuals |

**WL.K12.NM.1.5 Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.**

| | |
|---|---|
| **Content Focus** | Understand simple language in a variety of sources. |
| **Clarification and Content Limits** | **Clarification:** The student will identify key details and concepts of simple songs, poems, and stories. |
| | **Content Limits:** The content may include, but is not limited to, rhymes, songs, poems, and read-aloud stories that use familiar repetitive language. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | SR, CR, ER, PT |
| **Distractor Attributes** | • responses that refer incorrectly to the stimulus<br>• responses that do not relate to the main idea and important details |
| **Stimulus Attributes** | video or audio segment |

**WL.K12.NH.1.5 Demonstrate understanding of simple stories or narratives.**

| | |
|---|---|
| **Content Focus** | Understand simple stories and narratives. |
| **Clarification and Content Limits** | **Clarification**: The student will identify, describe and explain the content of 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. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | SR, CR, ER, PT |
| **Distractor Attributes** | • responses that refer incorrectly to the stimulus<br>• responses that do not relate to the main idea and important details |
| **Stimulus Attributes** | video or audio segment |

| WL.K12.NM.1.6 Follow short, simple directions. | |
|---|---|
| **Content Focus** | Follow simple directions. |
| **Clarification and Content Limits** | **Clarification:** The student will understand and follow simple, straightforward directions in the target language.<br><br>**Content Limits:** The content may include, but is not limited to, following formal and informal commands. |
| **DOK Target(s)** | 1, 2 |
| **Allowable Item Types** | SR, CR, ER, PT |
| **Distractor Attributes** | responses that show the steps of the directions out of order and do not relate to the directions |
| **Stimulus Attributes** | video or audio segment |

| WL.K12.NH.1.6 Follow directions or instructions to complete a task when expressed in short conversations. | |
|---|---|
| **Content Focus** | Follow directions and understand simple, multi-step directions. |
| **Clarification and Content Limits** | **Clarification:** The student will describe, explain, and follow simple directions given during everyday short conversations/activities that may be unfamiliar to students.<br><br>**Content Limits:** The content may include, but is not limited to, following formal and informal commands expressed in a simple conversational format. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | SR, CR, ER, PT |
| **Distractor Attributes** | responses that show the steps of the directions out of order and do not relate to the directions |
| **Stimulus Attributes** | video or audio segment |

**Standard 2: 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.

**WL.K12.NM.2.1 Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.**

| Content Focus | Identify familiar written words, phrases, and sentences. |
|---|---|
| Clarification and Content Limits | **Clarification:** The student will engage with the text and visuals (e.g., graphs and charts) and apply learned target language reading strategies to aid comprehension.<br><br>**Content Limits:** The content may include, but is not limited to, familiar visuals and topics: school day, family, and home. |
| DOK Target(s) | 1, 2, 3 |
| Allowable Item Types | SR, CR, PT |
| Distractor Attributes | • responses that do not relate to visuals and familiar topics<br>• responses that are common misinterpretations of vocabulary or graphics |
| Stimulus Attributes | • photographs or illustrations (color, black and white)<br>• advertisement |

**WL.K12.NH.2.1 Determine the main idea from simple texts that contain familiar vocabulary used in context.**

| Content Focus | Identify the main idea. |
|---|---|
| Clarification and Content Limits | **Clarification:** The student will engage with a simple text and apply learned target language reading strategies to identify main ideas.<br><br>**Content Limits:** The content may include, but is not limited to, familiar topics: home, family, shopping, free-time activities, and healthy living choices. |
| DOK Target(s) | 1, 2, 3 |
| Allowable Item Types | SR, CR, PT |
| Distractor Attributes | • responses that do not relate to the main idea/details<br>• responses that deal with information other than the main idea and/or key details |
| Stimulus Attributes | written dialogue, passage or advertisement |

**WL.K12.NM.2.2 Demonstrate understanding of short, simple literary stories.**

| | |
|---|---|
| **Content Focus** | Understand ideas in a short, simple literary story. |
| **Clarification and Content Limits** | **Clarification:** The student will demonstrate understanding of ideas in simple stories that use familiar vocabulary.<br><br>**Content Limits:** The content may include, but is not limited to, familiar topics such as home, family, and the school day. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | SR, CR, PT |
| **Distractor Attributes** | responses that are not related to the most important information, concepts, and ideas in the written passage |
| **Stimulus Attributes** | written passage |

**WL.K12.NH.2.2 Identify the elements of a story such as setting, theme, and characters.**

| | |
|---|---|
| **Content Focus** | Identify simple story elements, interpret a simple written literary text, and understand the main idea and details. |
| **Clarification and Content Limits** | **Clarification:** The student will engage with the text while employing learned target language reading strategies and identify story elements, interpret a simple written literary text, and understand the main idea and details.<br><br>**Content Limits:** The content may include, but is not limited to, topics familiar to the student, such as home, family, the school day, or stories. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | SR, CR, ER, PT |
| **Distractor Attributes** | • responses that do not relate to the setting, theme, characters<br>• responses that do not relate to the main idea/details |
| **Stimulus Attributes** | written passage |

**WL.K12.NM.2.3 Demonstrate understanding of simple written announcements with prompting and support.**

| | |
|---|---|
| **Content Focus** | Determine meaning and purpose of simple announcements and public notices. |
| **Clarification and Content Limits** | **Clarification:** The student will engage with the text and apply learned target language reading strategies to identify, describe, and explain key information in signs and notices.<br><br>**Content Limits:** The content may include, but is not limited to, familiar topics such as home, family life, and school. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | SR, CR, PT |
| **Distractor Attributes** | responses that do not identify nor describe the announcement |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• written announcement<br>• party invitation |

**WL.K12.NH.2.3 Demonstrate understanding of signs and notices in public places.**

| | |
|---|---|
| **Content Focus** | Determine meaning and purpose of simple announcements and public notices. |
| **Clarification and Content Limits** | **Clarification:** The student will engage with the text and apply learned target language reading strategies to identify, describe, and explain key information in signs and notices.<br><br>**Content Limits:** The content may include, but is not limited to, familiar topics such as home, family life, and school. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | SR, CR, PT |
| **Distractor Attributes** | responses that do not identify nor describe the announcement |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• written announcement<br>• party invitation |

| WL.K12.NM.2.4 Recognize words and phrases when used in context on familiar topics. | |
|---|---|
| **Content Focus** | Recognize familiar vocabulary and expressions in context. |
| **Clarification and Content Limits** | **Clarification:** The student is able to read and comprehend familiar vocabulary when used in context. |
| | **Content Limits:** The content and vocabulary may include, but is not limited to, familiar topics such as directions used in everyday activities pertaining to home life or the school day. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | SR, CR, PT |
| **Distractor Attributes** | • responses that include incorrect interpretations of idiomatic expressions<br>• responses that are common misconceptions |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• written text |

| WL.K12.NH.2.4 Identify key, detailed information needed to fill out forms. | |
|---|---|
| **Content Focus** | Identify key information commonly solicited on forms. |
| **Clarification and Content Limits** | **Clarification:** The student will follow written directions, such as filling out forms. |
| | **Content Limits:** The content and vocabulary may include, but is not limited to, familiar topics such as directions used in everyday activities pertaining to home life or the school day. Key information may include, but is not limited to, name, birth date, city, and state. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | SR, CR, PT |
| **Distractor Attributes** | responses that are common misconceptions |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• written text |

**Standard 3: 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.

| WL.K12.NM.3.1 Introduce self and others using basic, culturally appropriate greetings. | |
|---|---|
| **Content Focus** | The student will engage in social interactions using culturally appropriate greetings. |
| **Clarification and Content Limits** | **Clarification:** The student will use culturally appropriate greetings to make introductions.<br><br>**Content Limits:** The content may include, but is not limited to, the use of general, culturally appropriate greetings. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | CR, ER, PT |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text |

| WL.K12.NH.3.1 Engage in short social interactions using phrases and simple sentences. | |
|---|---|
| **Content Focus** | The student will engage in social interactions and conversations. |
| **Clarification and Content Limits** | **Clarification:** The student will use simple language to engage in short social interactions.<br><br>**Content Limits:** The content may include, but is not limited to, real life situations such as greetings and introductions. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | CR, ER, PT |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text |

**WL.K12.NM.3.2 Participate in basic conversations using words, phrases, and memorized expressions.**

| | |
|---|---|
| **Content Focus** | Participate in basic conversations. |
| **Clarification and Content Limits** | **Clarification:** The student will use words, phrases, and memorized expressions in basic conversations.<br><br>**Content Limits:** The content may include, but is not limited to, recognizing target language words that are cognates in English and using rote phrases to communicate basic information. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | CR, ER, PT |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text |

**WL.K12.NH.3.2 Exchange information about familiar tasks, topics, and activities, including personal information.**

| | |
|---|---|
| **Content Focus** | Orally exchange information with others. |
| **Clarification and Content Limits** | **Clarification:** The student will interact with others to exchange information about familiar tasks, topics, and activities by asking and answering questions and sustaining simple conversations.<br><br>**Content Limits:** The content may include, but is not limited to, topics centering on everyday, familiar subjects. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | CR, ER, PT |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text<br>• 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 |

**WL.K12.NM.3.3 Ask simple questions and provide simple responses related to personal preferences.**

| Content Focus | Ask and answer simple questions about personal preferences. |
|---|---|
| Clarification and Content Limits | **Clarification:** The student will express personal preferences by asking rote questions and providing rote responses.<br><br>**Content Limits:** The content may include, but is not limited to, simple vocabulary and construction and phrases dealing with common daily experiences. |
| DOK Target(s) | 1, 2, 3 |
| Allowable Item Types | CR, ER, PT |
| Stimulus Attributes | • photographs and illustrations (color, black and white)<br>• video or audio segment<br>• written text |

**WL.K12.NH.3.3 Exchange information using simple language about personal preferences, needs, and feelings.**

| Content Focus | Ask and answer a question about personal preferences and converse about personal likes and dislikes. |
|---|---|
| Clarification and Content Limits | **Clarification:** The student will express personal preferences by asking rote questions and providing rote responses. The student will use simple language to exchange information about personal likes and dislikes in a dialogue.<br><br>**Content Limits:** The content may include, but is not limited to, simple vocabulary, construction, and phrases dealing with common daily experiences. It may also include expressing personal opinions related to likes and dislikes, needs, and feelings of everyday life using familiar vocabulary and expressions. |
| DOK Target(s) | 1, 2, 3 |
| Allowable Item Types | CR, ER, PT |
| Stimulus Attributes | • photographs and illustrations (color, black and white)<br>• video or audio segment<br>• written text |

| WL.K12.NM.3.4 Exchange essential information about self, family, and familiar topics. | |
|---|---|
| **Content Focus** | Share essential information about one's self, one's family, and familiar topics. |
| **Clarification and Content Limits** | **Clarification:** The student will share essential information about one's self and family members.<br><br>**Content Limits:** The content may include, but is not limited to, expressing information on familiar topics such as school and family. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | CR, ER, PT |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text |

| WL.K12.NH.3.4 Ask and answer a variety of questions about personal information. | |
|---|---|
| **Content Focus** | Ask and answer questions about important personal information. |
| **Clarification and Content Limits** | **Clarification:** The students will share essential information about themselves by asking and answering questions on a variety of familiar topics.<br><br>**Content Limits:** The content may include, but is not limited to, expressing information on familiar topics such as school and family. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | CR, ER, PT |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text |

**WL.K12.NM.3.5 Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.**

| Content Focus | Converse about numbers and days of the week. |
|---|---|
| Clarification and Content Limits | **Clarification:** The student will use and understand common concepts in context.<br><br>**Content Limits:** The content may include, but is not limited to, familiar vocabulary and expressions related to school and leisure time activities. |
| DOK Target(s) | 1, 2, 3 |
| Allowable Item Types | CR, ER, PT |
| Stimulus Attributes | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text |

**WL.K12.NH.3.5 Exchange information about meeting someone, including where to go, how to get there, what to do, and why.**

| Content Focus | Use common concepts to exchange information about meetings. |
|---|---|
| Clarification and Content Limits | **Clarification:** The student will use and understand common concepts in context to exchange information.<br><br>**Content Limits:** The content may include, but is not limited to, common concepts and plans for meeting someone. |
| DOK Target(s) | 1, 2, 3 |
| Allowable Item Types | CR, ER, PT |
| Stimulus Attributes | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text |

| WL.K12.NM.3.6 Use appropriate gestures, body language, and intonation to clarify a message. | |
|---|---|
| **Content Focus** | Use verbal and nonverbal communication to clarify a message. |
| **Clarification and Content Limits** | **Clarification:** The student will use appropriate gestures, body language, and intonation to clarify a message.<br><br>**Content Limits:** The content may include, but is not limited to, a dialogue between speakers on a familiar topic in the target language. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | CR, ER, PT |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text |

| WL.K12.NH.3.6 Use basic language skills supported by body language and gestures to express agreement and disagreement. | |
|---|---|
| **Content Focus** | Use verbal and nonverbal communication to express agreement and disagreement or clarify the message. |
| **Clarification and Content Limits** | **Clarification:** The student will use appropriate gestures, body language, and intonation to clarify a message or express agreement or disagreement.<br><br>**Content Limits:** The content may include, but is not limited to, a dialogue between speakers on a familiar topic in the target language. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | CR, ER, PT |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text |

## WL.K12.NM.3.7 Understand and respond appropriately to simple directions.

| | |
|---|---|
| **Content Focus** | Understand and respond to directions to do something or go somewhere. |
| **Clarification and Content Limits** | **Clarification:** The student will understand, and respond to simple directions.<br><br>**Content Limits:** The content may include, but is not limited to, simple directions for basic tasks. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | CR, ER, PT |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text |

## WL.K12.NH.3.7 Ask for and give simple directions to go somewhere or to complete a task.

| | |
|---|---|
| **Content Focus** | Ask for, understand, respond to, and/or give directions to do something or go somewhere. |
| **Clarification and Content Limits** | **Clarification:** The student will ask for, give, understand, and respond to simple directions.<br><br>**Content Limits:** The content may include, but is not limited to, simple directions for basic tasks. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | CR, ER, PT |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text |

**WL.K12.NM.3.8 Differentiate among oral statements, questions, and exclamations in order to determine meaning.**

| Content Focus | Identify statements, questions, and exclamations in oral language to determine meaning. |
|---|---|
| Clarification and Content Limits | **Clarification:** The student will distinguish among oral statements, questions, and exclamations to determine meaning.<br><br>**Content Limits:** The content may include, but is not limited to, familiar topics: exchange of greetings, introductions of immediate family, stating identity, naming familiar objects. |
| DOK Target(s) | 1, 2, 3 |
| Allowable Item Types | CR, ER, PT |
| Stimulus Attributes | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text |

**WL.K12.NH.3.8 Describe a problem or a situation with sufficient details in order to be understood.**

| Content Focus | Initiate, engage, and exchange basic information to describe a problem, or personal situation; use details to specify meaning, state an opinion, and be understood. |
|---|---|
| Clarification and Content Limits | **Clarification:** The student will describe a problem or a situation with sufficient details in order to be understood.<br><br>**Content Limits:** The content may include, but is not limited to, familiar topics such as family, school, and home. |
| DOK Target(s) | 1, 2, 3 |
| Allowable Item Types | CR, ER, PT |
| Stimulus Attributes | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text |

**Standard 4: 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.

| | |
|---|---|
| **WL.K12.NM.4.1 Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.** | |
| **Content Focus** | Describe one's self and the environment using words and phrases and memorized expressions. |
| **Clarification and Content Limits** | **Clarification:** The students will describe themselves and their surroundings, and provide basic information on familiar topics using words, phrases and memorized expressions. |
| | **Content Limits:** The 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 culture. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | CR, ER, PT |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text<br>• tables or graphs |

**WL.K12.NH.4.1 Provide basic information on familiar topics using phrases and simple sentences.**

| | |
|---|---|
| **Content Focus** | Share information about one's self and the environment using simple sentences that include relevant details. |
| **Clarification and Content Limits** | **Clarification:** The students will describe themselves and their surroundings, and provide basic information on familiar topics using words, phrases and memorized expressions to form simple sentences. |
| | **Content Limits:** The 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 culture. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | CR, ER, PT |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text<br>• tables or graphs |

**WL.K12.NM.4.2 Present personal information about self and others.**

| | |
|---|---|
| **Content Focus** | Provide personal information. |
| **Clarification and Content Limits** | **Clarification:** The students will provide personal information about themselves and others. |
| | **Content Limits:** The content uses basic vocabulary of identity and may include, but is not limited to, physical appearance, personality, nationality, age, activities of one's self, family members and friends, and what the student in another culture does at home, in school, or for leisure. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | CR, ER, PT |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text |

**WL.K12.NH.4.2 Describe aspects of daily life using complete sentences.**

| | |
|---|---|
| **Content Focus** | Describe daily life using complete sentences. |
| **Clarification and Content Limits** | **Clarification:** The student will provide information about daily life, using complete sentences.<br><br>**Content Limits:** The content uses basic vocabulary of identity and may include, but is not limited to, physical appearance, personality, nationality, age, interests, and activities of one's self, family members, and friends. Topics include culturally based situations that do not involve an extensive 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. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | CR, ER, PT |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text |

**WL.K12.NM.4.3 Express likes and dislikes.**

| | |
|---|---|
| **Content Focus** | Express likes and dislikes. |
| **Clarification and Content Limits** | **Clarification:** The student will be able to express his/her likes and dislikes.<br><br>**Content limits:** The content may include, but is not limited to, food, sports, daily activities, and personal likes/dislikes. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | CR, ER, PT |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text<br>• tables or graphs |

**WL.K12.NH.4.3 Describe familiar experiences or events using both general and specific language.**

| Content Focus | Describe familiar experiences and express needs, desires, and plans. |
|---|---|
| Clarification and Content Limits | **Clarification:** The student will tell about familiar experiences or common needs using general and specific language.<br><br>**Content Limits:** The content may include, but is not limited to, grade-level-appropriate vocabulary and sentence structure. |
| DOK Target(s) | 1, 2, 3 |
| Allowable Item Types | CR, ER, PT |
| Stimulus Attributes | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text |

**WL.K12.NM.4.4 Provide an account of daily activities.**

| Content Focus | Provide details of daily activities. |
|---|---|
| Clarification and Content Limits | **Clarification:** The student will give details about daily activities.<br><br>**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. |
| DOK Target(s) | 1, 2, 3 |
| Allowable Item Types | CR, ER, PT |
| Stimulus Attributes | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text |

**WL.K12.NH.4.4 Present personal information about one's self and others.**

| | |
|---|---|
| **Content Focus** | Provide details of personal information about one's self and others. |
| **Clarification and Content Limits** | **Clarification:** The student will give details about personal information about one's self and others.<br><br>**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. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | CR, ER, PT |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text |

**WL.K12.NM.4.5 Role-play skits, songs, or poetry in the target language that deal with familiar topics.**

| | |
|---|---|
| **Content Focus** | Participate in skits, songs, or poetry about familiar topics. |
| **Clarification and Content Limits** | **Clarification:** The student will perform or role-play skits, songs, or poetry about familiar topics.<br><br>**Content Limits:** The content may include, but is not limited to, simple nursery rhymes and songs or classroom, home, or shopping role-play situations. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | CR, ER, PT |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text |

**WL.K12.NH.4.5 Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.**

| | |
|---|---|
| **Content Focus** | Retell or summarize simple, authentic storylines using logically connected sentences and relevant details. |
| **Clarification and Content Limits** | **Clarification:** The student will summarize or retell stories using logically connected sentences and supporting details. |
| | **Content Limits:** The content may include, but is not limited to, simple nursery rhymes and songs or classroom, home, or shopping role-play situations. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | CR, ER, PT |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text |

**WL.K12.NM.4.6 Present simple information about a familiar topic using visuals.**

| | |
|---|---|
| **Content Focus** | Present simple information about familiar topics. |
| **Clarification and Content Limits** | **Clarification:** The student will present information about a familiar topic using visuals. |
| | **Content Limits:** The content may include, but is not limited to, school, clothing, eating, and shopping. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | CR, ER, PT |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text<br>• discussions (oral and written) |

**WL.K12.NH.4.6 Use verbal and non-verbal communication when making announcements or introductions.**

| Content Focus | Use verbal and non-verbal communication to make announcements or introductions. |
|---|---|
| Clarification and Content Limits | **Clarification:** The student will make announcements or introductions using verbal and non-verbal communication.<br><br>**Content Limits:** The content may include, but is not limited to, school, clothing, eating, and shopping. |
| DOK Target(s) | 1, 2, 3 |
| Allowable Item Types | CR, ER, PT |
| Stimulus Attributes | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text<br>• discussions (oral and written) |

**Standard 5: 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.

**WL.K12.NM.5.1 Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.**

| Content Focus | Write to provide basic information. |
|---|---|
| Clarification and Content Limits | **Clarification:** The student will write to provide basic information about familiar topics using familiar expressions.<br><br>**Content Limits:** Topics may include, but are not limited to, school, family, food, or activities. |
| DOK Target(s) | 1, 2, 3 |
| Allowable Item Types | CR, ER, ESR, PT |
| Stimulus Attributes | • video or audio segment<br>• written text |

**WL.K12.NH.5.1 Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.**

| Content Focus | Write descriptions and messages. |
|---|---|
| Clarification and Content Limits | **Clarification:** The student will write to provide basic information about familiar topics and situations using simple sentences, topics, phrases, and appropriate vocabulary.<br><br>**Content Limits:** Topics may include, but are not limited to, school, family, café food, or activities. |
| DOK Target(s) | 1, 2, 3 |
| Allowable Item Types | CR, ER, ESR, PT |
| Stimulus Attributes | • video or audio segment<br>• written text |

**WL.K12.NM.5.2 Fill out a simple form with basic information.**

| Content Focus | Complete simple forms. |
|---|---|
| Clarification and Content Limits | **Clarification:** The student will fill out a simple form.<br><br>**Content Limits:** The content may include, but is not limited to, simple forms such as school applications and other forms familiar to students. |
| DOK Target(s) | 1, 2, 3 |
| Allowable Item Types | CR, ER, ESR, PT |
| Stimulus Attributes | • video or audio segment<br>• written text<br>• form |

| WL.K12.NH.5.2 Write simple statements to describe aspects of daily life. | |
|---|---|
| Content Focus | Writing simple statements about aspects of daily life. |
| Clarification and Content Limits | **Clarification:** The student will write about daily life using simple statements to describe a simple event, personal experience, or situation with a detail.<br><br>**Content Limits:** The 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. |
| DOK Target(s) | 1, 2, 3 |
| Allowable Item Types | CR, ER, ESR, PT |
| Stimulus Attributes | • video or audio segment<br>• written text |

| WL.K12.NM.5.3 Write simple sentences about self and/or others. | |
|---|---|
| Content Focus | Write simple sentences. |
| Clarification and Content Limits | **Clarification:** The student will write simple sentences about one's self and/or others.<br><br>**Content Limits:** The content may include, but is not limited to, school, family, friends, vacation time, and school events. |
| DOK Target(s) | 1, 2, 3 |
| Allowable Item Types | CR, ER, ESR, PT |
| Stimulus Attributes | • video or audio segment<br>• written text |

| WL.K12.NH.5.3 Write a description of a familiar experience or event. | |
|---|---|
| Content Focus | Use descriptive writing. |
| Clarification and Content Limits | **Clarification:** The student will write simple sentences about a familiar experience or event from the students' personal experience.<br><br>**Content Limits:** The content may include, but is not limited to, school, family, friends, vacation time, and school events. |
| DOK Target(s) | 1, 2, 3 |
| Allowable Item Types | CR, ER, ESR, PT |
| Stimulus Attributes | • video or audio segment<br>• written text |

**WL.K12.NM.5.4 Write simple sentences that help in day-to-day life communication.**

| | |
|---|---|
| **Content Focus** | Write simple sentences. |
| **Clarification and Content Limits** | **Clarification:** The student will write simple sentences that help when communicating in day-to-day life situations.<br><br>**Content Limits:** The content may include, but is not limited to, student's daily routine, school, and family. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | CR, ER, ESR, PT |
| **Stimulus Attributes** | • video or audio segment<br>• written text |

**WL.K12.NH.5.4 Write short personal notes using a variety of media.**

| | |
|---|---|
| **Content Focus** | Write simple notes. |
| **Clarification and Content Limits** | **Clarification:** The student will write personal notes using various media.<br><br>**Content Limits:** The content may include, but is not limited to, student's daily routine, school, and family. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | CR, ER, ESR, PT |
| **Stimulus Attributes** | • video or audio segment<br>• written text |

**WL.K12.NM.5.5 Write about previously acquired knowledge and experiences.**

| | |
|---|---|
| **Content Focus** | Write about previous experiences. |
| **Clarification and Content Limits** | **Clarification:** The student will write about a previous experience.<br><br>**Content Limits:** The content may include, but is not limited to, basic introductions, immediate family, background information, and school. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | CR, ER, ESR, PT |
| **Stimulus Attributes** | • illustration with captions<br>• video or audio segment<br>• written text |

**WL.K12.NH.5.5 Request information in writing to obtain something needed.**

| | |
|---|---|
| **Content Focus** | Clarify and obtain information. |
| **Clarification and Content Limits** | **Clarification:** The student will develop questions to obtain and clarify information.<br><br>**Content Limits:** The content may include, but is not limited to, previously learned familiar topics such as school, family, clothing, café food, activities, or asking questions. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | CR, ER, ESR, PT |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text |

**WL.K12.NM.5.6 Pre-write by drawing pictures to support ideas related to a task.**

| | |
|---|---|
| **Content Focus** | Pre-write by drawing pictures. |
| **Clarification and Content Limits** | **Clarification:** The student will draw pictures as a pre-writing exercise to support ideas related to a task.<br><br>**Content Limits:** The content may include, but is not limited to, the home, the classroom, family, vacation, friends, and school. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | CR, ER, ESR, PT |
| **Stimulus Attributes** | • illustration with captions<br>• video or audio segment<br>• written text |

**WL.K12.NH.5.6 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).**

| Content Focus | Draft an itinerary. |
| --- | --- |
| Clarification and Content Limits | **Clarification:** The student will prepare a draft of an itinerary for a personal experience or event. <br><br> **Content Limits:** The content may include, but is not limited to, the home, the classroom, family, vacation, friends, and school. |
| DOK Target(s) | 1, 2, 3 |
| Allowable Item Types | CR, ER, ESR, PT |
| Stimulus Attributes | • illustration with captions <br> • video or audio segment <br> • written text |

**WL.K12.NM.5.7 Draw pictures in sequence to demonstrate a story plot.**

| Content Focus | Sequence pictures to represent a story plot. |
| --- | --- |
| Clarification and Content Limits | **Clarification:** The student will draw or put pictures in sequence to demonstrate or represent a story plot. <br><br> **Content Limits:** The content may include, but is not limited to, drawing pictures in chronological order to demonstrate a story plot. 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 outlining and note taking. |
| DOK Target(s) | 1, 2, 3 |
| Allowable Item Types | CR, ER, ESR, PT |
| Stimulus Attributes | • video or audio segment <br> • written text |

**WLK12.NH.5.7 Pre-write by generating ideas from multiple sources based upon teacher directed topics.**

| Content Focus | Generate pre-writing ideas. |
|---|---|
| Clarification and Content Limits | **Clarification:** The student will generate ideas from multiple sources as pre-writing to help organize thoughts.<br><br>**Content Limits:** The content may include, but is not limited to, drawing pictures in chronological order to demonstrate a story plot; 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 used in the pre-writing process. This process helps organize thoughts, includes concept mapping, outlining, and note taking. |
| DOK Target(s) | 1, 2, 3 |
| Allowable Item Types | CR, ER, ESR, PT |
| Stimulus Attributes | • video or audio segment<br>• written text |

**Standard 6: 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.

**WL.K12.NM.6.1 Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.).**

| Content Focus | Demonstrate fundamental cultural practices and/or traditions. |
|---|---|
| Clarification and Content Limits | **Clarification:** The student will demonstrate understanding of essential cultural features of behavioral norms, cultural practices, traditions, and/or perspectives.<br><br>**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. |
| DOK Target(s) | 1, 2, 3 |
| Allowable Item Types | SR, CR, ER, ESR, PT |
| Distractor Attributes | responses that do not relate to correct interpretations, relationships, or details |
| Stimulus Attributes | • photographs or illustrations (color, black and white)<br>• literary or historical documents<br>• video or audio segment |

**WL.K12.NH.6.1 Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of its characteristics and compare them to own culture.**

| | |
|---|---|
| **Content Focus** | Demonstrate common and contrasting cultural behaviors and beliefs. |
| **Clarification and Content Limits** | **Clarification:** The student will recognize basic similarities and/or differences between characteristics of practices and perspectives within the target language culture as compared to his/her own and will recognize how this understanding influences personal perspectives and decisions.<br><br>**Content Limits:** The content may include, but is not limited to, common or contrasting cultural behaviors, practices, traditions, and/or perspectives of the target language culture and American culture. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | SR, CR, ER, ESR, PT |
| **Distractor Attributes** | responses that do not relate to correct interpretations, relationships, or details |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• literary or historical documents<br>• video or audio segment |

**WL.K12.NM.6.2 Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).**

| | |
|---|---|
| **Content Focus** | Demonstrate understanding of examples of cultural behavior, practices, or traditions. |
| **Clarification and Content Limits** | **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). <br><br> **Content Limits:** The content may include, but is not limited to, greetings, introductions, common beliefs, rituals, or traditions. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | SR, CR, ER, ESR, PT |
| **Distractor Attributes** | responses that do not relate to correct interpretations, relationships, or details |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white) <br> • literary or historical documents <br> • video or audio segment |

**WL.K12.NH.6.2 Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.**

| | |
|---|---|
| **Content Focus** | Identify common cultural beliefs, attitudes, and behaviors. |
| **Clarification and Content Limits** | **Clarification:** The student will identify examples of common beliefs and values and how these cultural characteristics influence behaviors. <br><br> **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 though various practices. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | SR, CR, ER, ESR, PT |
| **Distractor Attributes** | responses that do not relate to correct interpretations or relationships |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white) <br> • literary or historical documents <br> • video or audio segment |

**WL.K12.NM.6.3 Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.**

| | |
|---|---|
| **Content Focus** | Demonstrate understanding of authentic language and culture. |
| **Clarification and Content Limits** | **Clarification:** The student will participate in an age-appropriate cultural activity that may be recorded.<br><br>**Content Limits:** The content may include, but is not limited to, celebrations, songs, games, and dances. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | SR, CR, ER, ESR, PT |
| **Distractor Attributes** | responses that do not relate to correct interpretations or relationships |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• literary or historical documents<br>• video or audio segment |

**WL.K12.NH.6.3 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.).**

| | |
|---|---|
| **Content Focus** | Understand contributions to the global community. |
| **Clarification and Content Limits** | **Clarification:** The student will be able to distinguish various contributions of the target language culture and will understand how these contributions impact the community (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.).<br><br>**Content Limits:** The content may include, but is not limited to, food, music, art, sports, inventions, movies, and so on. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | SR, CR, ER, ESR, PT |
| **Distractor Attributes** | responses that do not relate to correct interpretations or relationships |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• literary or historical documents<br>• video or audio segment |

**WL.K12.NM.6.4 Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).**

| Content Focus | Recognize products of culture. |
|---|---|
| Clarification and Content Limits | **Clarification:** The student will recognize products of the target culture.<br><br>**Content Limits:** The content may include, but is not limited to food, shelter, clothing, transportation, toys of the target culture. |
| DOK Target(s) | 1, 2, 3 |
| Allowable Item Types | SR, CR, ER, ESR, PT |
| Distractor Attributes | responses that do not relate to correct interpretations or relationships |
| Stimulus Attributes | • photographs or illustrations (color, black and white)<br>• literary or historical documents<br>• video or audio segment |

**WL.K12.NH.6.4 Identify cultural artifacts, symbols, and images of the target culture(s).**

| Content Focus | Identify cultural artifacts, symbols. |
|---|---|
| Clarification and Content Limits | **Clarification:** The student will identify cultural objects, artifacts, manufactured items, symbols, or images created by members of the target culture.<br><br>**Content Limits:** The content may include, but is not limited to, authentic goods, services, identifiable artifacts, symbols, or images that are relevant to the target culture. |
| DOK Target(s) | 1, 2, 3 |
| Allowable Item Types | SR, CR, ER, ESR, PT |
| Distractor Attributes | responses that do not relate to correct interpretations or relationships |
| Stimulus Attributes | • photographs or illustrations (color, black and white)<br>• literary or historical documents<br>• video or audio segment |

**Standard 7: Connections**

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

| WL.K12.NM.7.1 Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes. | |
|---|---|
| **Content Focus** | Recognize subject-area phrases and vocabulary. |
| **Clarification and Content Limits** | **Clarification:** The student will recognize and access vocabulary words and phrases that are studied in other content areas.<br><br>**Content Limits:** The content may include, but is not limited to, vocabulary and phrases related to language arts, mathematics, science, social studies, fine arts, sports and recreation, and intra/extracurricular activities. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | SR, CR, ER, ESR, PT |
| **Distractor Attributes** | responses that do not relate to vocabulary words and phrases not referencing the object/situation/meaning referenced in the item stem |
| **Stimulus Attributes** | • photographs (color, black and white)<br>• illustrations with captions, graphics, charts, etc. (color, black and white)<br>• literary or informational texts<br>• video or audio segment<br>• written prompt or research topic |

**WL.K12.NH.7.1 Use vocabulary acquired in the target language to access new knowledge from other disciplines.**

| | |
|---|---|
| **Content Focus** | Use key words, phrases, and vocabulary in the target language to increase knowledge. |
| **Clarification and Content Limits** | **Clarification:** The student will identify and use vocabulary and simple phrases in the target language to explain new content and demonstrate understanding of new information. <br><br> **Content Limits:** The 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. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | SR, CR, ER, ESR, PT |
| **Distractor Attributes** | responses that do not relate to vocabulary words and phrases not referencing the object/situation/meaning referenced in the item stem |
| **Stimulus Attributes** | <ul><li>photographs (color, black and white)</li><li>illustrations with captions, graphics, charts, etc. (color, black and white)</li><li>literary or informational texts</li><li>video or audio segment</li><li>written prompt or research topic</li></ul> |

**WL.K12.IL.7.1 Access information in the target language to reinforce previously acquired content area knowledge.**

| | |
|---|---|
| **Content Focus** | Gather and apply information and form connections to other content areas. |
| **Clarification and Content Limits** | **Clarification:** The student will access and use information in the target language and apply it to other content areas in order to reinforce knowledge.<br><br>**Content Limits:** The 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, and musical or literary genres. The target language as the subject is excluded. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | SR, CR, ER, ESR, PT |
| **Distractor Attributes** | • responses that do not relate to cross-curricular subjects<br>• responses that relate to common misconceptions or other plausible but incorrect information |
| **Stimulus Attributes** | • photographs (color, black and white)<br>• illustrations with captions, graphics, charts, etc. (color, black and white)<br>• literary or informational texts<br>• video or audio segment<br>• written prompt or research topic |

**WL.K12.NM.7.2 Identify (within a familiar context and supported by visuals) basic information common to the world language classroom and other disciplines.**

| | |
|---|---|
| **Content Focus** | Identify basic information. |
| **Clarification and Content Limits** | **Clarification:** The student will identify and describe items and concepts commonly found in and associated with the classroom.<br><br>**Content Limits:** The 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. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | SR, CR, ER, ESR, PT |
| **Distractor Attributes** | responses that do not relate to objects and concepts found in the classroom |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• written material |

**WL.K12.NH.7.2 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.**

| Content Focus | Use maps, graphs and other graphic organizers. |
|---|---|
| Clarification and Content Limits | **Clarification:** The student will demonstrate comprehension and expression of key vocabulary in the target language by using simple maps, illustrations, and other graphic organizers.<br><br>**Content Limits:** The 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. |
| DOK Target(s) | 1, 2, 3 |
| Allowable Item Types | SR, CR, ER, ESR, PT |
| Distractor Attributes | responses that do not include illustrations, photos, simple sentences, short phrases, or single words based on the stimulus text |
| Stimulus Attributes | • 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)<br>• literary or informational texts (when the item task involves filling out a graphic organizer)<br>• video or audio segment (when the item task involves filling out a graphic organizer) |

**WL.K12.IL.7.2 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.**

| | |
|---|---|
| **Content Focus** | Understand historical and cultural influences. |
| **Clarification and Content Limits** | **Clarification:** The student will understand, describe, and explain historical and cultural influences on the people and regions. |
| | **Content Limits:** The content may include, but is not limited to, authentic and/or realistic material such as, current event articles relating to historical and cultural influences. Texts should be highly contextualized to facilitate access by the student. The target language as subject is excluded. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | CR, ER, ESR, PT |
| **Stimulus Attributes** | • photographs (color, black and white) |
| | • illustrations with captions, graphics, charts, etc. (color, black and white) |
| | • literary or informational texts |
| | • video or audio segment |

**Standard 8: 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.

| | |
|---|---|
| **WL.K12.NM.8.1 Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.** | |
| **Content Focus** | Identify and compare cognates. |
| **Clarification and Content Limits** | **Clarification:** The student will compare target language and L1 vocabulary to identify similarities. |
| | **Content Limits:** The content may include, but is not limited to, familiar words/phrases and cognates. Familiar topics include, but are not limited to, family members, sports, nationalities, numbers, and biographical information. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | SR, CR, ER, ESR, PT |
| **Distractor Attributes** | responses that do not relate to comparing target language and proficiency-level appropriate vocabulary |
| **Stimulus Attributes** | • video or audio segment |
| | • written passage |

**WL.K12.NH.8.1 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.**

| | |
|---|---|
| **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. |
| **Clarification and Content Limits** | **Clarification:** The student will identify similarities and differences between patterns of behavior in English and the target language. <br><br>**Content Limits:** The 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. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | SR, CR, ER, ESR, PT |
| **Distractor Attributes** | responses that do not relate to identifying cultural conventions |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white) <br> • video or audio segment <br> • written passage |

**WL.K12.NM.8.2 Recognize true and false cognates in the target language and compare them to own language.**

| | |
|---|---|
| **Content Focus** | Recognize word cognates. |
| **Clarification and Content Limits** | **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. <br><br>**Content Limits:** The content may include, but is not limited to, direct cognates and commonly confused false cognates. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | SR, CR, ER, ESR, PT |
| **Distractor Attributes** | responses that do not relate to recognizing word cognates |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white) <br> • video or audio segment <br> • written passage |

**WL.K12.NH.8.2 Compare basic sound patterns and grammatical structures between the target language and own language.**

| | |
|---|---|
| **Content Focus** | Identify and compare basic sound patterns and grammatical structures, analyze sound symbols, and investigate sound pattern differences. |
| **Clarification and Content Limits** | **Clarification:** The student will identify and apply basic sound patterns and grammatical structures in the target language and compare them to own language. |
| | **Content Limits:** The content may include, but is not limited to, level-appropriate phonological or grammatical knowledge within topics such as courtesy phrases, school, family, and everyday survival phrases. Items will assess either basic sound patterns or grammatical structures, but not both at the same time. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | SR, CR, ER, ESR, PT |
| **Distractor Attributes** | responses that do not relate to sound patterns and grammatical structures |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written passage |

**WL.K12.NM.8.3 Identify celebrations typical of the target culture and one's own.**

| | |
|---|---|
| **Content Focus** | Identify and compare cultural celebrations. |
| **Clarification and Content Limits** | **Clarification:** The student will identify celebrations or important events specific to the target culture and compare them to specific U.S. celebrations. |
| | **Content Limits:** The 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. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | SR, CR, ER, ESR, PT |
| **Distractor Attributes** | responses that do not relate to comparing cultural celebrations |
| **Stimulus Attributes** | • video or audio segment<br>• written passage |

**WL.K12.NH.8.3 Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.).**

| | |
|---|---|
| **Content Focus** | Compare and contrast cultural traits, celebrations, and traditions. |
| **Clarification and Content Limits** | **Clarification:** The student will describe similarities or differences in cultural traits or traditions between the target culture and U.S. culture.<br><br>**Content Limits:** The content may include, but is not limited to, cultural traits and traditions such as typical dances, food, and celebrations. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | SR, CR, ER, ESR, PT |
| **Distractor Attributes** | responses that do not relate to comparing and contrasting cultural traits and traditions |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written passage |

**Standard 9: 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.

**WL.K12.NM.9.1 Use key words and phrases in the target language to participate in different activities in the school and community settings.**

| | |
|---|---|
| **Content Focus** | Use key words and phrases in different activities. |
| **Clarification and Content Limits** | **Clarification:** The student will use target language in school and community settings.<br><br>**Content Limits:** The content may include, but is not limited to, environment, culture, entertainment, sports, and education. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | PT |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text<br>• electronic documentation (screen shots, e-mails, videos, Word or PDF files, etc.) |

**WL.K12.NH.9.1 Use key target language vocabulary to communicate with others within and beyond the school setting.**

| | |
|---|---|
| **Content Focus** | Communicate with others in the target language. |
| **Clarification and Content Limits** | **Clarification:** The student will use target language to communicate with others outside the target language classroom but inside or outside the school setting.<br><br>**Content Limits:** The content may include, but is not limited to, communication with adults and peers within the school and community. |
| **DOK Target(s)** | 1, 2, 3 |
| **Allowable Item Types** | PT |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text<br>• electronic documentation (screen shots, e-mails, videos, Word or PDF files, etc.) |

**WL.K12.IL.9.1 Use the target language to participate in different activities for personal enjoyment and enrichment.**

| | |
|---|---|
| **Content Focus** | Use the target language in personal activities. |
| **Clarification and Content Limits** | **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.<br><br>**Content Limits:** The content may include, but is not limited to environment, culture, entertainment, sports, and education. |
| **DOK Target(s)** | 1, 2, 3, 4 |
| **Allowable Item Types** | PT |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text<br>• electronic documentation (screen shots, e-mails, videos, Word or PDF files, etc.) |

**WL.K12.IM.9.1 Use expanded vocabulary and structures in the target language to access different media and community resources.**

| | |
|---|---|
| **Content Focus** | Use the target language to access different media and resources. |
| **Clarification and Content Limits** | **Clarification:** The student will access different media (audio and visual) and community resources (newspapers, flyers) in the target language.<br><br>**Content Limits:** The 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. |
| **DOK Target(s)** | 1, 2, 3, 4 |
| **Allowable Item Types** | PT |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text<br>• electronic documentation (screen shots, e-mails, videos, Word or PDF files, etc.) |

**WL.K12.NM.9.2 Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.**

| | |
|---|---|
| **Content Focus** | Participate in target language events. |
| **Clarification and Content Limits** | **Clarification:** The student will create and give presentations about cultural events and activities in local, global, and/or online communities, and/or the student will participate in cultural events.<br><br>**Content Limits:** The 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. |
| **DOK Target(s)** | 1, 2, 3, 4 |
| **Allowable Item Types** | PT |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text<br>• electronic documentation (screen shots, e-mails, videos, Word or PDF files, etc.) |

**WL.K12.NH.9.2 Use communication tools to establish a connection with a peer from a country where the target language is spoken.**

| | |
|---|---|
| **Content Focus** | Use the target language to interact with other target language users. |
| **Clarification and Content Limits** | **Clarification:** The student will, with prompting and support, connect and communicate with peers in a setting where the target language is spoken, such as pen pals or e-mail programs.<br><br>**Content Limits:** The content may include but is not limited to:<br>• communication tools such as telephone, Internet, letters<br>• formal pen pal arrangement through the teacher<br>• informal communication with friends or family<br>• pen pal or e-mail/Skype pal with students from a country or area that uses the target language<br><br>The student provides evidence/copies/transcription of the communication; the teacher should supervise the connection to monitor safety and content. |
| **DOK Target(s)** | 1, 2, 3, 4 |
| **Allowable Item Types** | PT |
| **Stimulus Attributes** | • photographs or illustrations (color, black and white)<br>• video or audio segment<br>• written text<br>• electronic documentation (screen shots, e-mails, videos, Word or PDF files, etc.) |

# Appendix A: Sample Items

**Listen to the audio passage.**

Juan: Pedro, ¿sabes que el papel viene de los árboles?

Pedro: Sí. Y nosotros usamos mucho papel para hacer la tarea. No es bueno.

Juan: Podemos hacer la tarea en la computadora.

Pedro: ¡Sí! Y podemos mandar la tarea por e-mail.

Juan: Así no usamos mucho papel.

Pedro: ¡Tampoco usamos muchos árboles!

**Word count: 46**


**Sample Item 1**

**Standard 1: 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.

**Benchmark: WL.K12.NH.1.2**

Demonstrate understanding of short conversations in familiar contexts.

**Proficiency Level:** Novice High

**Type of Item: SR**

Why do Juan and Pedro want to use less paper in school?

A.  No les gusta escribir.

B.  Quieren cortar árboles.

C.  No les gusta hacer la tarea.

D.  Quieren proteger el medio ambiente.*

**Correct Answer:** D


**Sample Item 2**

**Standard 4: 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.

**Benchmark: WL.K12.NM.4.2**

Present personal information about self and others.

**Proficiency Level:** Novice Mid

**Type of Item: CR**

How much paper do you use when you do your homework? Do you like to do your homework on the computer? Say your answer in Spanish.

| Score | Rubric – CR Items – Presentational Speaking – Novice |
|-------|------------------------------------------------------|
| 2 | • The response **fully addresses** the topic and **completely fulfills** the requirements of the presentational speaking task.<br>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.<br>• The student demonstrates **appropriate** use of familiar words and grammatical structures, but will have some errors when creating with the language.<br>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.<br>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.<br>• The student demonstrates some accuracy in pronunciation and intonation patterns when presenting well-rehearsed material on familiar topics.<br>• The student is understood by those very accustomed to interacting with language learners. |

| Exemplar |
|----------|

The student says in Spanish how much paper he or she uses to do homework and whether he or she likes to use the computer to do his or her homework.

**Sample response:**

*Uso mucho papel. Me gusta usar la computadora.*

| Score | |
|-------|--|
| 1 | • The response **partially** or **minimally addresses** the topic and **partially fulfills** the requirements of the presentational speaking task.<br>• **Inappropriate** use of familiar words and grammatical structures interferes with comprehensibility.<br>• The student might use **little or no** repetition, substitution, or gestures typical of own culture to avoid a breakdown in communication.<br>• Pronunciation and intonation patterns **might** affect comprehensibility. |
| 0 | • No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all. |

**Read the passage.**

Laura está en Puerto Rico. Visita a su prima Isabel. Hoy, Isabel y Laura caminan por el Viejo San Juan. Tienen mucha hambre porque es hora del almuerzo. Deciden ir a casa. Cuando caminan a casa, ven a la señora Arredondo. Ella vive cerca de la casa de Isabel.

–Buenos días, señora Arredondo. ¿Cómo está usted?

–Muy bien, Isabel. Gracias. ¿Y cómo están ustedes? ¿Vienen de pasear?

–Sí, señora Arredondo. Y ahora vamos a casa a almorzar.

–¡Buen provecho!

–Gracias, señora Arredondo. Hasta luego.

**Word count: 84**

**Sample Item 3**

**Standard 6: 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.

**Benchmark: WL.K12.NH.6.1**

Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of its characteristics and compare them to own culture.

**Proficiency Level:** Novice High

**Type of Item: SR**

Why does Isabel use the word "usted" when speaking to Mrs. Arredondo?

A.  para presentar a Laura

B.  para mostrar respeto*

C.  para decir adiós

D.  para decir hola

**Correct Answer:** B

**Sample Item 4**

**Standard 2: 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.

**Benchmark: WL.K12.NH.2.2**

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

**Proficiency Level:** Novice High

**Type of Item: ER**

Who are Laura and Isabel? Say your answer in Spanish. Include answers to these questions:

1. How are Laura and Isabel related?
2. Where does Isabel live?
3. What are they doing?

| Score | Rubric – ER Items – Presentational Speaking – Novice |
|-------|------------------------------------------------------|
| **4** | • The response **fully addresses** the topic and **completely fulfills** the requirements of the presentational speaking task.<br>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.<br>• The student demonstrates **appropriate** use of familiar words and grammatical structures, but will have some errors when creating with the language.<br>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.<br>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.<br>• The student demonstrates some accuracy in pronunciation and intonation patterns when presenting well-rehearsed material on familiar topics.<br>• The student is understood by those very accustomed to interacting with language learners. |
| | **Exemplar** |
| | The student says in Spanish how Laura and Isabel are related, where Isabel lives, and what they are doing.<br>**Sample response:**<br><br>*Son primas. Puerto Rico/San Juan. Caminan/Van a casa/Van a comer/Hablan con la señora Arredondo.* |

| | |
|---|---|
| **3** | • The response **addresses** the topic and **mostly fulfills** the requirements of the presentational speaking task, but **not in great depth**.<br>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.<br>• The student **mostly** demonstrates **appropriate** use of familiar words and grammatical structures, but will have some errors when creating with the language.<br>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.<br>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.<br>• The student demonstrates some accuracy in pronunciation and intonation patterns when presenting well-rehearsed material on familiar topics.<br>• The student is **mostly** understood by those very accustomed to interacting with language learners. |
| **2** | • The response **partially addresses** the topic and **partially fulfills** the requirements of the presentational speaking task.<br>• **Inappropriate** use of familiar words and grammatical structures **might** interfere with comprehensibility.<br>• The student might use **little** repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.<br>• Pronunciation and intonation patterns **might** affect comprehensibility. |
| **1** | • The response **minimally addresses** the topic and **minimally fulfills** the requirements of the presentational speaking task.<br>• **Inappropriate** use of familiar words and grammatical structures interferes with comprehensibility.<br>• The student might use **little or no** repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.<br>• Pronunciation and intonation patterns affect comprehensibility. |
| **0** | • No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all. |

**Sample Item 5**

**Standard 5: 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.

**Benchmark: WL.K12.NH.5.6**

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).

**Proficiency Level:** Novice High

**Type of Item: ESR**

Imagine you are going to Puerto Rico. In Spanish, write about your trip.

1. What will you take?
2. How long are you staying?
3. Who else is going with you?
4. What will you do or see there?

| Score | Rubric – ESR Items – Presentational Writing – Novice |
|---|---|
| 6 | • The response **fully addresses** the topic and **completely fulfills** the requirements of the presentational writing task.<br>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.<br>• The student demonstrates **appropriate** use of familiar words and grammatical structures, but will have some errors when creating with the language.<br>• The student might use strategies such as repetition, substitution, or visuals to avoid a breakdown in communication.<br>• The student might show interference from native language when vocabulary and/or topic expand beyond the familiar.<br>• The student is understood by those very accustomed to interacting with language learners. |
| | **Exemplar** |

The student indicates what he or she will take on trip. The student also answers how long he or she is staying; who is going with him or her, and what he or she will do or see there. Answers are provided in Spanish.

**Sample response:**

*Voy a llevar mi cámara, mis lentes, ropa y un mapa. Voy para [sic] cinco días. Van mis papás. Voy a caminar en el Viejo San Juan.*

| | |
|---|---|
| **5** | <ul><li>The response **appropriately addresses** the topic and **completely fulfills** the requirements of the presentational writing task.</li><li>The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.</li><li>The student demonstrates **appropriate** use of familiar words and grammatical structures, but will have some errors when creating with the language.</li><li>The student might use strategies such as repetition, substitution, or visuals to avoid a breakdown in communication.</li><li>The student might show interference from native language when vocabulary and/or topic expand beyond the familiar.</li><li>The student is understood by those very accustomed to interacting with language learners.</li></ul> |
| **4** | <ul><li>The response **addresses** the topic and **mostly fulfills** the requirements of the presentational writing task.</li><li>The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.</li><li>The student **mostly** demonstrates **appropriate** use of familiar words and grammatical structures, but will have some errors when creating with the language.</li><li>The student might use strategies such as repetition, substitution, or visuals to avoid a breakdown in communication.</li><li>The student might show interference from native language when vocabulary and/or topic expand beyond the familiar.</li><li>The student is **mostly** understood by those very accustomed to interacting with language learners.</li></ul> |
| **3** | <ul><li>The response **addresses** the topic and **somewhat fulfills** the requirements of the presentational writing task, but **not in great depth.**</li><li>The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.</li><li>The student **partially** demonstrates **appropriate** use of familiar words and grammatical structures, but will have some errors when creating with the language.</li><li>The student might use strategies such as repetition, substitution, or visuals to avoid a breakdown in communication.</li><li>The student might show interference from native language when vocabulary and/or topic expand beyond the familiar.</li><li>The student is **mostly** understood by those very accustomed to interacting with language learners.</li></ul> |
| **2** | <ul><li>The response **partially addresses** the topic and **partially fulfills** the requirements of the presentational writing task.</li><li>**Inappropriate** use of familiar words and grammatical structures **might** interfere with comprehensibility.</li><li>The student might use **little** repetition, substitution, or visuals to avoid a breakdown in communication.</li></ul> |

| | |
|---|---|
| **1** | • The response **minimally addresses** the topic and **minimally fulfills** the requirements of the presentational writing task. |
| | • **Inappropriate** use of familiar words and grammatical structures interferes with comprehensibility. |
| | • The student might use **little or no** repetition, substitution, or visuals to avoid a breakdown in communication. |
| **0** | • No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all. |

**Standalone**

**Item 6**

**Standard 7: Connections**

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

**Benchmark: WL.K12.IL.7.1**

Access information in the target language to reinforce previously acquired content area knowledge.

**Proficiency Level:** Intermediate Low

**Type of Item: PT**

You and your classmates are learning about the countries that are close to the United States. In order to learn more, your teacher has asked you to view maps of the Americas that contain information in Spanish. You will need a map of the Americas in Spanish.

1. With a classmate, identify the name of all of the countries in the Americas in Spanish. Make a list of these countries.
2. After doing that, identify with your classmate other words used on the map that are similar in English and Spanish. Add these words to your list.

| Score | Rubric – PT Items – Presentational Writing and Interpersonal Communication – Novice |
|---|---|
| 4 | • The response **fully addresses** the topic and **completely fulfills** the requirements of the task.<br>• The student comprehends contextualized or repeated language in highly predictable interactions on familiar topics.<br>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.<br>• The student demonstrates **appropriate** use of familiar words and grammatical structures, but will have some errors when creating with the language.<br>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.<br>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.<br>• The student demonstrates some accuracy in pronunciation and intonation patterns when presenting well-rehearsed material on familiar topics.<br>• The student is understood by those very accustomed to interacting with language learners. |

| Exemplar |
|---|

The student identifies the name of all of the countries in the Americas in Spanish. The student makes a list of these countries. The student also identifies other words used on the map that are similar in English and Spanish and adds these words to the list.

**Sample response:**

*1. Canadá, Estados Unidos, México, República Dominicana, Cuba, Puerto Rico, Costa Rica, Panamá, Nicaragua…Argentina, Bolivia, Brasil, Venezuela. 2. Océano Atlántico, norte, sur, kilómetros.*
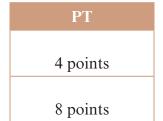
| | |
|---|---|
| **3** | • The response **addresses** the topic and **mostly fulfills** the requirements of the task, but **not in great depth**.<br>• The student comprehends contextualized or repeated language in highly predictable interactions on familiar topics.<br>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.<br>• The student **mostly** demonstrates **appropriate** use of familiar words and grammatical structures, but will have some errors when creating with the language.<br>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.<br>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.<br>• The student demonstrates some accuracy in pronunciation and intonation patterns when presenting well-rehearsed material on familiar topics.<br>• The student is **mostly** understood by those very accustomed to interacting with language learners. |
| **2** | • The response **partially addresses** the topic and **partially fulfills** the requirements of the task.<br>• **Inappropriate** use of familiar words and grammatical structures **might** interfere with comprehensibility.<br>• The student might use **little** repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.<br>• Pronunciation and intonation patterns **might** affect comprehensibility. |
| **1** | • The response **minimally addresses** the topic and **minimally fulfills** the requirements of the task.<br>• **Inappropriate** use of familiar words and grammatical structures interferes with comprehensibility.<br>• The student might use **little or no** repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.<br>• Pronunciation and intonation patterns affect comprehensibility. |
| **0** | • No response, response completely incomprehensible, response in other than the target language or does not address topic/task at all. |

# Appendix B: Rubrics

Following are the rubrics for open-ended response items: CR, ER, ESR, and PT.

Performance Task rubrics are item specific. Rubrics for the other types of open-ended items can be adapted for performance task items, depending on the mode or modes of communication assessed in the task. For example, if the student were asked to write a description and then discuss it orally with a classmate, the PT rubric would show elements of the presentational writing and the interpersonal communication rubrics. If the student were asked to write a description and then present it to the class, then the PT rubric would show elements of the presentational writing and the presentational speaking rubrics. The following PT rubrics are only samples.

| CR | ER | ESR |
|---|---|---|
| Interpersonal Communication | Interpersonal Communication | – |
| Presentational Speaking | Presentational Speaking | – |
| Presentational Writing | Presentational Writing | Presentational Writing |

| PT |
|---|
| 4 points |
| 8 points |

**Novice Proficiency Level**

| Score | Rubric – CR Items – Interpersonal Communication – Novice |
|-------|----------------------------------------------------------|
| 2 | • The response **fully addresses** the topic and **completely fulfills** the requirements of the interpersonal task.<br>• The student comprehends contextualized or repeated language in highly predictable interactions on familiar topics.<br>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.<br>• The student demonstrates **appropriate** use of familiar words and grammatical structures, but will have some errors when creating with the language.<br>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.<br>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.<br>• The student might demonstrate some accuracy in pronunciation and intonation patterns.<br>• The student is understood by those very accustomed to interacting with language learners. |
| 1 | • The response **partially** or **minimally addresses** the topic and **partially fulfills** the requirements of the interpersonal task.<br>• **Inappropriate** use of familiar words and grammatical structures interferes with comprehensibility.<br>• The student might use **little or no** repetition, substitution, or gestures typical of own culture to avoid a breakdown in communication.<br>• Pronunciation and intonation patterns **might** affect comprehensibility. |
| 0 | • No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all. |

| Score | Rubric – CR Items – Presentational Speaking – Novice |
|-------|------------------------------------------------------|
| **2** | • The response **fully addresses** the topic and **completely fulfills** the requirements of the presentational speaking task.<br>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.<br>• The student demonstrates **appropriate** use of familiar words and grammatical structures, but will have some errors when creating with the language.<br>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.<br>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.<br>• The student demonstrates some accuracy in pronunciation and intonation patterns when presenting well-rehearsed material on familiar topics.<br>• The student is understood by those very accustomed to interacting with language learners. |
| **1** | • The response **partially** or **minimally addresses** the topic and **partially fulfills** the requirements of the presentational speaking task.<br>• **Inappropriate** use of familiar words and grammatical structures interferes with comprehensibility.<br>• The student might use **little or no** repetition, substitution, or gestures typical of own culture to avoid a breakdown in communication.<br>• Pronunciation and intonation patterns **might** affect comprehensibility. |
| **0** | • No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all. |

| Score | Rubric – CR Items – Presentational Writing – Novice |
|---|---|
| **2** | • The response **fully addresses** the topic and **completely fulfills** the requirements of the presentational writing task.<br>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.<br>• The student demonstrates **appropriate** use of familiar words and grammatical structures, but will have some errors when creating with the language.<br>• The student might use strategies such as repetition, substitution, or visuals to avoid a breakdown in communication.<br>• The student might show interference from native language when vocabulary and/or topic expand beyond the familiar.<br>• The student is understood by those very accustomed to interacting with language learners. |
| **1** | • The response **partially** or **minimally addresses** the topic and **partially fulfills** the requirements of the presentational writing task.<br>• **Inappropriate** use of familiar words and grammatical structures interferes with comprehensibility.<br>• The student might use **little or no** repetition, substitution, or visuals to avoid a breakdown in communication. |
| **0** | • No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all. |

| Score | Rubric – ER Items – Interpersonal Communication – Novice |
|---|---|
| **4** | • The response fully addresses the topic and completely fulfills the requirements of the interpersonal task.<br>• The student comprehends contextualized or repeated language in highly predictable interactions on familiar topics.<br>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.<br>• The student demonstrates appropriate use of familiar words and grammatical structures, but will have some errors when creating with the language.<br>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.<br>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.<br>• The student might demonstrate some accuracy in pronunciation and intonation patterns.<br>• The student is understood by those very accustomed to interacting with language learners. |

| | |
|---|---|
| **3** | • The response addresses the topic and mostly fulfills the requirements of the interpersonal task, but not in great depth.<br>• The student comprehends contextualized or repeated language in highly predictable interactions on familiar topics.<br>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.<br>• The student mostly demonstrates appropriate use of familiar words and grammatical structures, but will have some errors when creating with the language.<br>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.<br>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.<br>• The student might demonstrate some accuracy in pronunciation and intonation patterns.<br>• The student is mostly understood by those very accustomed to interacting with language learners. |
| **2** | • The response partially addresses the topic and partially fulfills the requirements of the interpersonal task.<br>• Inappropriate use of familiar words and grammatical structures might interfere with comprehensibility.<br>• The student might use little repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.<br>• Pronunciation and intonation patterns might affect comprehensibility. |
| **1** | • The response minimally addresses the topic and minimally fulfills the requirements of the interpersonal task.<br>• Inappropriate use of familiar words and grammatical structures interferes with comprehensibility.<br>• The student might use little or no repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.<br>• Pronunciation and intonation patterns affect comprehensibility. |
| **0** | • No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all. |

| Score | Rubric – ER Items – Presentational Speaking – Novice |
|---|---|
| 4 | • The response fully addresses the topic and completely fulfills the requirements of the presentational speaking task.<br>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.<br>• The student demonstrates appropriate use of familiar words and grammatical structures, but will have some errors when creating with the language.<br>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.<br>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.<br>• The student demonstrates some accuracy in pronunciation and intonation patterns when presenting well-rehearsed material on familiar topics.<br>• The student is understood by those very accustomed to interacting with language learners. |
| 3 | • The response addresses the topic and mostly fulfills the requirements of the presentational speaking task, but not in great depth.<br>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.<br>• The student mostly demonstrates appropriate use of familiar words and grammatical structures, but will have some errors when creating with the language.<br>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.<br>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.<br>• The student demonstrates some accuracy in pronunciation and intonation patterns when presenting well-rehearsed material on familiar topics.<br>• The student is mostly understood by those very accustomed to interacting with language learners. |
| 2 | • The response partially addresses the topic and partially fulfills the requirements of the presentational speaking task.<br>• Inappropriate use of familiar words and grammatical structures might interfere with comprehensibility.<br>• The student might use little repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.<br>• Pronunciation and intonation patterns might affect comprehensibility. |

| | |
|---|---|
| **1** | • The response minimally addresses the topic and minimally fulfills the requirements of the presentational speaking task.<br>• Inappropriate use of familiar words and grammatical structures interferes with comprehensibility.<br>• The student might use little or no repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.<br>• Pronunciation and intonation patterns affect comprehensibility. |
| **0** | • No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all. |

| Score | Rubric – ER Items – Presentational Writing – Novice |
|-------|-----------------------------------------------------|
| 4 | • The response **fully addresses** the topic and **completely fulfills** the requirements of the presentational writing task.<br>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.<br>• The student demonstrates **appropriate** use of familiar words and grammatical structures, but will have some errors when creating with the language.<br>• The student might use strategies such as repetition, substitution, or visuals to avoid a breakdown in communication.<br>• The student might show interference from native language when vocabulary and/or topic expand beyond the familiar.<br>• The student is understood by those very accustomed to interacting with language learners. |
| 3 | • The response **addresses** the topic and **mostly fulfills** the requirements of the presentational writing task, but **not in great depth**.<br>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.<br>• The student **mostly** demonstrates **appropriate** use of familiar words and grammatical structures, but will have some errors when creating with the language.<br>• The student might use strategies such as repetition, substitution, or visuals to avoid a breakdown in communication.<br>• The student might show interference from native language when vocabulary and/or topic expand beyond the familiar.<br>• The student is **mostly** understood by those very accustomed to interacting with language learners. |
| 2 | • The response **partially addresses** the topic and **partially fulfills** the requirements of the presentational writing task.<br>• **Inappropriate** use of familiar words and grammatical structures **might** interfere with comprehensibility.<br>• The student might use **little** repetition, substitution, or visuals to avoid a breakdown in communication. |
| 1 | • The response **minimally addresses** the topic and **minimally fulfills** the requirements of the presentational writing task.<br>• **Inappropriate** use of familiar words and grammatical structures interferes with comprehensibility.<br>• The student might use **little or no** repetition, substitution, or visuals to avoid a breakdown in communication. |
| 0 | • No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all. |

| Score | Rubric – ESR Items – Presentational Writing – Novice |
|---|---|
| 6 | • The response **fully addresses** the topic and **completely fulfills** the requirements of the presentational writing task.<br>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.<br>• The student demonstrates **appropriate** use of familiar words and grammatical structures, but will have some errors when creating with the language.<br>• The student might use strategies such as repetition, substitution, or visuals to avoid a breakdown in communication.<br>• The student might show interference from native language when vocabulary and/or topic expand beyond the familiar.<br>• The student is understood by those very accustomed to interacting with language learners. |
| 5 | • The response **appropriately addresses** the topic and **completely fulfills** the requirements of the presentational writing task.<br>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.<br>• The student demonstrates **appropriate** use of familiar words and grammatical structures, but will have some errors when creating with the language.<br>• The student might use strategies such as repetition, substitution, or visuals to avoid a breakdown in communication.<br>• The student might show interference from native language when vocabulary and/or topic expand beyond the familiar.<br>• The student is understood by those very accustomed to interacting with language learners. |
| 4 | • The response **addresses** the topic and **mostly fulfills** the requirements of the presentational writing task.<br>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.<br>• The student **mostly** demonstrates **appropriate** use of familiar words and grammatical structures, but will have some errors when creating with the language.<br>• The student might use strategies such as repetition, substitution, or visuals to avoid a breakdown in communication.<br>• The student might show interference from native language when vocabulary and/or topic expand beyond the familiar.<br>• The student is **mostly** understood by those very accustomed to interacting with language learners. |

| | |
|---|---|
| **3** | • The response **addresses** the topic and **somewhat fulfills** the requirements of the presentational writing task, but **not in great depth**.<br>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.<br>• The student **partially** demonstrates **appropriate** use of familiar words and grammatical structures, but will have some errors when creating with the language.<br>• The student might use strategies such as repetition, substitution, or visuals to avoid a breakdown in communication.<br>• The student might show interference from native language when vocabulary and/or topic expand beyond the familiar.<br>• The student is **mostly** understood by those very accustomed to interacting with language learners. |
| **2** | • The response **partially addresses** the topic and **partially fulfills** the requirements of the presentational writing task.<br>• **Inappropriate** use of familiar words and grammatical structures **might** interfere with comprehensibility.<br>• The student might use **little** repetition, substitution, or visuals to avoid a breakdown in communication. |
| **1** | • The response **minimally addresses** the topic and **minimally fulfills** the requirements of the presentational writing task.<br>• **Inappropriate** use of familiar words and grammatical structures interferes with comprehensibility.<br>• The student might use **little or no** repetition, substitution, or visuals to avoid a breakdown in communication. |
| **0** | • No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all. |

**Task:** Write a description, then share and discuss orally with a classmate.

| Score | Rubric – PT Items – Presentational Writing and Interpersonal Communication – Novice |
|---|---|
| 4 | • The response **fully addresses** the topic and **completely fulfills** the requirements of the task.<br>• The student comprehends contextualized or repeated language in highly predictable interactions on familiar topics.<br>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.<br>• The student demonstrates **appropriate** use of familiar words and grammatical structures, but will have some errors when creating with the language.<br>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.<br>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.<br>• The student demonstrates some accuracy in pronunciation and intonation patterns when presenting well-rehearsed material on familiar topics.<br>• The student is understood by those very accustomed to interacting with language learners. |
| 3 | • The response **addresses** the topic and **mostly fulfills** the requirements of the task, but **not in great depth**.<br>• The student comprehends contextualized or repeated language in highly predictable interactions on familiar topics.<br>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.<br>• The student **mostly** demonstrates **appropriate** use of familiar words and grammatical structures, but will have some errors when creating with the language.<br>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.<br>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.<br>• The student demonstrates some accuracy in pronunciation and intonation patterns when presenting well-rehearsed material on familiar topics.<br>• The student is **mostly** understood by those very accustomed to interacting with language learners. |

| Score | |
|---|---|
| 2 | • The response **partially addresses** the topic and **partially fulfills** the requirements of the task.<br>• **Inappropriate** use of familiar words and grammatical structures **might** interfere with comprehensibility.<br>• The student might use **little** repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.<br>• Pronunciation and intonation patterns **might** affect comprehensibility. |
| 1 | • The response **minimally addresses** the topic and **minimally fulfills** the requirements of the task.<br>• **Inappropriate** use of familiar words and grammatical structures interferes with comprehensibility.<br>• The student might use **little or no** repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.<br>• Pronunciation and intonation patterns affect comprehensibility. |
| 0 | • No response, response completely incomprehensible, response in other than the target language or does not address topic/task at all. |

**Task:** Write a description and present orally to class.

| Score | Rubric – PT Items – Presentational Writing and Presentational Speaking – Novice |
|---|---|
| 8 | • The response **fully addresses** the topic and **completely fulfills** the requirements of the task.<br>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.<br>• The student demonstrates **appropriate** use of familiar words and grammatical structures, but will have some errors when creating with the language.<br>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.<br>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.<br>• The student demonstrates some accuracy in pronunciation and intonation patterns when presenting well-rehearsed material on familiar topics.<br>• The student is understood by those very accustomed to interacting with language learners. |

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| **7** | • The response **appropriately addresses** the topic and **completely fulfills** the requirements of the task.<br>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.<br>• The student demonstrates **appropriate** use of familiar words and grammatical structures, but will have some errors when creating with the language.<br>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.<br>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.<br>• The student demonstrates some accuracy in pronunciation and intonation patterns when presenting well-rehearsed material on familiar topics.<br>• The student is understood by those very accustomed to interacting with language learners. |
| **6** | • The response **appropriately addresses** the topic and **mostly fulfills** the requirements of the task.<br>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.<br>• The student **mostly** demonstrates **appropriate** use of familiar words and grammatical structures, but will have some errors when creating with the language.<br>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.<br>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.<br>• The student demonstrates some accuracy in pronunciation and intonation patterns when presenting well-rehearsed material on familiar topics.<br>• The student is **mostly** understood by those very accustomed to interacting with language learners. |

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| **5** | • The response **addresses** the topic and **mostly fulfills** the requirements of the task.<br>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.<br>• The student **mostly** demonstrates **appropriate** use of familiar words and grammatical structures, but will have some errors when creating with the language.<br>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.<br>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.<br>• The student demonstrates some accuracy in pronunciation and intonation patterns when presenting well-rehearsed material on familiar topics.<br>• The student is **mostly** understood by those very accustomed to interacting with language learners. |
| **4** | • The response **addresses** the topic and **somewhat fulfills** the requirements of the task, but **not in great depth**.<br>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.<br>• The student **partially** demonstrates **appropriate** use of familiar words and grammatical structures, but will have some errors when creating with the language.<br>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.<br>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.<br>• The student demonstrates some accuracy in pronunciation and intonation patterns when presenting well-rehearsed material on familiar topics.<br>• The student is **mostly** understood by those very accustomed to interacting with language learners. |
| **3** | • The response **partially addresses** the topic and **somewhat fulfills** the requirements of the task.<br>• **Inappropriate** use of familiar words and grammatical structures **might** interfere with comprehensibility.<br>• The student might use **little** repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.<br>• Pronunciation and intonation patterns **might** affect comprehensibility. |

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| **2** | • The response **partially addresses** the topic and **partially fulfills** the requirements of the task. |
| | • **Inappropriate** use of familiar words and grammatical structures **might** interfere with comprehensibility. |
| | • The student might use **little** repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication. |
| | • Pronunciation and intonation patterns **might** affect comprehensibility. |
| **1** | • The response **minimally addresses** the topic and **minimally fulfills** the requirements of the task. |
| | • **Inappropriate** use of familiar words and grammatical structures interferes with comprehensibility. |
| | • The student might use **little or no** repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication. |
| | • Pronunciation and intonation patterns affect comprehensibility. |
| **0** | • No response, response completely incomprehensible, response in other than the target language or does not address topic/task at all. |