

WORLD LANGUAGE GRADING BENCHMARK STATEMENTS

World Language Grade 1: Statement #1:

Demonstrates comprehension of oral directions through appropriate physical response, identifies familiar vocabulary based on simple oral and/or written descriptions and recognizes cultural gestures and practices.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1 & 2</u>	Needs teacher support to respond appropriately to oral directions, to identify targeted vocabulary based on oral or written descriptions and to recognize cultural gestures and practices Evidence includes: 1. Assessment score: 0 - 5 2. Standards-based assessment Interpretive rubric score: 1 3. Teacher observation and notation	Demonstrates progress towards responding appropriately to oral directions, identifies targeted vocabulary based on oral or written descriptions and recognizes cultural gestures and practices without teacher support Evidence includes: 1. Assessment score: 6 - 7 2. Standards-based Interpretive rubric score: 2 3. Teacher observation and notation	Responds appropriately to oral directions, identifies targeted vocabulary based on oral or written descriptions and recognizes cultural gestures and practices without teacher support Evidence includes: 1. Assessment score: 8 - 10 2. Standards-based Interpretive rubric score: 3 3. Teacher observation and notation

World Language Grade 1: Statement #2:

Exchanges information using memorized words, phrases and short sentences practiced in class on familiar topics and imitates cultural gestures and intonations

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1 & 2</u>	Needs teacher support to exchange information using studied words and phrases and to imitate cultural gestures and intonations Evidence includes: 1. Standards-based Interpersonal rubric score: 1 2. Teacher observation and notation	Demonstrates progress towards exchanging studied words and phrases and imitating cultural gestures and intonations without teacher support Evidence includes: 1. Standards-based Interpersonal rubric score: 2 2. Teacher observation and notation	Exchanges information using studied words and phrases and imitates cultural gestures and intonations without teacher support Evidence includes: 1. Standards-based Interpersonal rubric score: 3 2. Teacher observation and notation

World Language Grade 1: Statement #3:

Imitates, recites and/or dramatizes simple rhymes, songs and skits; copies/writes words, phrases, or simple texts on familiar topics; Names/labels cultural products and imitates cultural practices

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1 & 2</u>	Needs teacher support to imitate, recite and/or dramatize, rhymes, songs and skits; copy/write words, phrases or simple texts on familiar topics; name/label cultural products and imitate cultural practices Evidence includes: 1. Standards-based Presentational Rubric score: 1 2. Project / task completion 3. Teacher observation and notation	Demonstrates progress towards imitating, reciting or dramatizing simple rhymes, songs and skits; copying/writing words, phrases, or simple texts on familiar topics; naming/labeling cultural products and imitating cultural practices without teacher support Evidence includes: 1. Standards-based Presentational Rubric score: 2 2. Project / task completion 3. Teacher observation and notation	Imitates, recites or dramatizes simple rhymes, songs and skits; copies/writes words, phrases, or simple texts on familiar topics; names/labels cultural products and imitates cultural practices without teacher support Evidence includes: 1. Standards-based Presentational Rubric score: 3 2. Project / task completion 3. Teacher observation and notation

World Language Grade 2: Statement #1:

Demonstrates comprehension of oral directions through appropriate physical response, identifies familiar vocabulary based on simple oral and/or written descriptions and recognizes cultural gestures and practices.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1 & 2</u>	Needs teacher support to respond appropriately to oral directions, to identify targeted vocabulary based on oral or written descriptions and to recognize cultural gestures and practices Evidence includes: 1. Assessment score: 0 - 5 2. Standards-based Interpretive rubric score: 1 3. Teacher observation and notation	Demonstrates progress towards responding appropriately to oral directions, identifies targeted vocabulary based on oral or written descriptions and recognizes cultural gestures and practices without teacher support Evidence includes: 1. Assessment score: 6 - 7 2.. Standards-based Interpretive rubric score: 2 3. Teacher observation and notation	Responds appropriately to oral directions, identifies targeted vocabulary based on oral or written descriptions and recognizes cultural gestures and practices without teacher support Evidence includes: 1. Assessment score: 8 -10 2. Standards-based Interpretive rubric score: 3 3. Teacher observation and notation

World Language Grade 2: Statement #2:

Exchanges information using memorized words, phrases and short sentences practiced in class on familiar topics and imitates cultural gestures and intonations

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1 & 2</u>	Needs teacher support to exchange information using studied words and phrases and to imitate cultural gestures and intonations Evidence includes: 1. Standards-based Interpersonal rubric score: 1 2. Teacher observation and notation	Demonstrates progress towards exchanging studied words and phrases and imitating cultural gestures and intonations without teacher support Evidence includes: 1.. Standards-based Interpersonal rubric score: 2 2.. Teacher observation and notation	Exchanges information using studied words and phrases and imitates cultural gestures and intonations without teacher support Evidence includes: 1. Standards-based Interpersonal rubric score: 3 2. Teacher observation and notation

World Language Grade 2: Statement #3:

Imitates, recites and/or dramatizes simple rhymes, songs and skits; copies/writes words, phrases, or simple texts on familiar topics; Names/labels cultural products and imitates cultural practices

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1 & 2</u>	Needs teacher support to imitate, recite and/or dramatize, rhymes, songs and skits; copy/write words, phrases or simple texts on familiar topics; name/label cultural products and imitate cultural practices Evidence includes: 1. Standards-based Presentational Rubric score: 1 2. Project / task completion 3. Teacher observation and notation	Demonstrates progress towards imitating, reciting or dramatizing simple rhymes, songs and skits; copying/writing words, phrases, or simple texts on familiar topics; naming/labeling cultural products and imitating cultural practices without teacher support Evidence includes: 1. Standards-based Presentational Rubric score: 2 2. Project / task completion 3. Teacher observation and notation	Imitates, recites or dramatizes simple rhymes, songs and skits; copies/writes words, phrases, or simple texts on familiar topics; names/labels cultural products and imitates cultural practices without teacher support Evidence includes: 1. Standards-based Presentational Rubric score: 3 2. Project / task completion 3. Teacher observation and notation

World Language Grade 3: Statement #1:

Demonstrates comprehension of oral directions through appropriate physical response, identifies familiar vocabulary based on simple oral and/or written descriptions and recognizes cultural gestures and practices.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1 & 2</u>	Needs teacher support to respond appropriately to oral directions, to identify targeted vocabulary based on oral or written descriptions and to recognize cultural gestures and practices Evidence includes: 1. Assessment score: 0-5 2. Standards-based Interpretive rubric score: 1 3. Teacher observation and notation	Demonstrates progress towards responding appropriately to oral directions, identifies targeted vocabulary based on oral or written descriptions and recognizes cultural gestures and practices without teacher support Evidence includes: 1. Assessment score: 6-7 2. Standards-based Interpretive rubric score: 2 3. Teacher observation and notation	Responds appropriately to oral directions, identifies targeted vocabulary based on oral or written descriptions and recognizes cultural gestures and practices without teacher support Evidence includes: 1. Assessment score: 8-10 2. Standards-based Interpretive rubric score: 3 3. Teacher observation and notation

World Language Grade 3: Statement #2:

Exchanges information using memorized words, phrases and short sentences practiced in class on familiar topics and imitates cultural gestures and intonations

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1 & 2</u>	Needs teacher support to exchange information using studied words and phrases and to imitate cultural gestures and intonations Evidence includes: 1. Standards-based Interpersonal rubric score: 1 2. Teacher observation and notation	Demonstrates progress towards exchanging studied words and phrases and imitating cultural gestures and intonations without teacher support Evidence includes: 1. Standards-based Interpersonal rubric score: 2 2. Teacher observation and notation	Exchanges information using studied words and phrases and imitates cultural gestures and intonations without teacher support Evidence includes: 1. Standards-based Interpersonal rubric score: 3 2. Teacher observation and notation

World Language Grade 3: Statement #3:

Imitates, recites and/or dramatizes simple rhymes, songs and skits; copies/writes words, phrases, or simple texts on familiar topics; Names/labels cultural products and imitates cultural practices

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1 & 2</u>	Needs teacher support to imitate, recite and/or dramatize, rhymes, songs and skits; copy/write words, phrases or simple texts on familiar topics; name/label cultural products and imitate cultural practices Evidence includes: 1. Standards-based Presentational Rubric score: 1 2. Project / task completion 3. Teacher observation and notation	Demonstrates progress towards imitating, reciting or dramatizing simple rhymes, songs and skits; copying/writing words, phrases, or simple texts on familiar topics; naming/labeling cultural products and imitating cultural practices without teacher support Evidence includes: 1. Standards-based Presentational Rubric score: 2 2. Project / task completion 3. Teacher observation and notation	Imitates, recites or dramatizes simple rhymes, songs and skits; copies/writes words, phrases, or simple texts on familiar topics; names/labels cultural products and imitates cultural practices without teacher support Evidence includes: 1. Standards-based Presentational Rubric score: 3 2. Project / task completion 3. Teacher observation and notation

World Language Grade 4: Statement #1:

Demonstrates comprehension of oral directions through appropriate physical response, identifies familiar vocabulary based on simple oral and/or written descriptions and recognizes cultural gestures and practices.

Semester	<u>1</u>	<u>2</u>	<u>3</u>
<u>1 & 2</u>	Needs teacher support to respond appropriately to oral directions, to identify targeted vocabulary based on oral or written descriptions and to recognize cultural gestures and practices Evidence includes: 1. Assessment score: 0-5 2. Standards-based Interpretive rubric score: 1 3. Teacher observation and notation	Demonstrates progress towards responding appropriately to oral directions, identifies targeted vocabulary based on oral or written descriptions and recognizes cultural gestures and practices without teacher support Evidence includes: 1. Assessment score: 6-7 2. Standards-based Interpretive rubric score: 2 3. Teacher observation and notation	Responds appropriately to oral directions, identifies targeted vocabulary based on oral or written descriptions and recognizes cultural gestures and practices without teacher support Evidence includes: 1. Assessment score: 8-10 2. Standards-based Interpretive rubric score: 3 3. Teacher observation and notation

World Language Grade 4: Statement #2:

Exchanges information using memorized words, phrases and short sentences practiced in class on familiar topics and imitates cultural gestures and intonations

Semester	<u>1</u>	<u>2</u>	<u>3</u>
<u>1 & 2</u>	Needs teacher support to exchange information using studied words and phrases and to imitate cultural gestures and intonations Evidence includes: 1. Standards-based Interpersonal rubric score: 1 2. Teacher observation and notation	Demonstrates progress towards exchanging studied words and phrases and imitating cultural gestures and intonations without teacher support Evidence includes: 1. Standards-based Interpersonal rubric score: 2 2. Teacher observation and notation	Exchanges information using studied words and phrases and imitates cultural gestures and intonations without teacher support Evidence includes: 1. Standards-based Interpersonal rubric score: 3 2. Teacher observation and notation

World Language Grade 4: Statement #3:

Imitates, recites and/or dramatizes simple rhymes, songs and skits; copies/writes words, phrases, or simple texts on familiar topics; Names/labels cultural products and imitates cultural practices

Semester	<u>1</u>	<u>2</u>	<u>3</u>
<u>1 & 2</u>	Needs teacher support to imitate, recite and/or dramatize, rhymes, songs and skits; copy/write words, phrases or simple texts on familiar topics; name/label cultural products and imitate cultural practices Evidence includes: 1. Standards-based Presentational Rubric score: 1 2. Project / task completion 3. Teacher observation and notation	Demonstrates progress towards imitating, reciting or dramatizing simple rhymes, songs and skits; copying/writing words, phrases, or simple texts on familiar topics; naming/labeling cultural products and imitating cultural practices without teacher support Evidence includes: 1. Standards-based Presentational Rubric score: 2 2. Project / task completion 3. Teacher observation and notation	Imitates, recites or dramatizes simple rhymes, songs and skits; copies/writes words, phrases, or simple texts on familiar topics; names/labels cultural products and imitates cultural practices without teacher support Evidence includes: 1. Standards-based Presentational Rubric score: 3 2. Project / task completion 3. Teacher observation and notation