Guidelines for

Writing Quality Assessment Items

for

Interpretive, Interpersonal, and Presentational Communication

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Tips for Using Authentic Resources in Interpretive Communication Tasks

Tip 1: Confirm that the resource is authentic.

An authentic resource has the following qualities:

- ☐ It is an unedited and unsimplified text in a print, audio, or visual format.
- ☐ It was created by and for members of the target culture.
- ☐ It was created for real-world purposes other than language learning.

To access authentic resource collections, explore the NYS WL Standards Initiative Authentic Resources Wakelet linked on page 24 of this document.

Tip 2: Seek an authentic resource that aligns to students' proficiency level.

Novice level	>	**Intermediate level**	>	**Advanced level**
More familiar content and context	>	Less familiar content and context		
Shorter text length	>	Longer text length		
Simpler content or message	>	More complex content or message		
More support for meaning making	>	Less support for meaning making		

For more detailed descriptions of what students can do at each proficiency sublevel, consult the NYS World Language Performance Indicators linked on page 24 of this document.

Tip 3: Seek an authentic resource that is most likely to be relevant and/or appealing to students.

Students' persistence in making meaning of a text is increased when the text is relevant to their lives and interests and/or appealing to their sensibilities.

Tip 4: Chunk the authentic resource.

Chunking is using one or more unedited and unsimplified portions of an authentic resource. All portions may be used separately or only some portions may be selected for use.

- ☐ With print and visual authentic resources, chunking is the use of one or more sections of the resource.
- ☐ With audio and audiovisual (e.g., video) authentic resources, chunking is the use of one or more excerpts from the audio / audiovisual source or audio / audiovisual script.
  - If excerpts of an audio / audiovisual script are combined to create an Interpretive listening passage, words are not to be changed, added, or reordered.
  - Where words from the original audio / audiovisual source or script are not included in creation of the Interpretive listening passage, place an ellipsis (…) to note this.

Purposes for chunking an authentic resource include:

- ☐ Limiting the quantity of text students read, listen to, or view at once to increase focus and/or decrease cognitive demand.
- ☐ Focusing on specific and relevant content while excluding irrelevant or unwanted content (e.g., English).

Checklist Format

Directions

- ☐ Write directions in English.
- ☐ Write directions specific to one checklist format.
- ☐ Tell students the nature of the response options included in the checklist.
- ☐ Tell students where to mark their responses.
- ☐ Tell students how to mark their responses.
- ☐ If not all response options will be used, state this.
- ☐ Specify the point value of each checklist or checklist item if part of a graded assessment.

Format

- ☐ When including background information, place it after the directions and before the checklist.
- ☐ Determine the language of the response options included on the checklist.
- ☐ Create a set of 10 or fewer response options to potentially be checked off that may be presented as a set or in pairs.
- ☐ Make response options of similar length to one another and in a similar grammatical form (e.g., noun, noun phrase) and text type (e.g., word, phrase).
- ☐ Create a checkbox directly preceding each response option where students will mark (e.g., ✓, X) any selected response options. Make checkboxes the same size.
- ☐ If you use more than one checklist format (e.g., language, set vs. pairs), cluster items by format and write unique directions for each.

Content

- ☐ For background information, identify a real-world context in which students would encounter the text associated with the checklist.
- ☐ Arrange response options in a logical order.
- ☐ Ensure that all response options are plausible.
- ☐ Focus response options on one type of relationship (e.g., ingredients in a recipe, descriptions of a character).
- ☐ Ensure that relationships are simple in nature.

Note: The Checklist Format is <u>not</u> an acceptable format for Proficiency Benchmark Assessments.

Checklist Format Example

Teacher Resource

(Italian Example)

https://youtu.be/LSXUZdDOsQM?si=UQXrECmIoueYQbsx

Italian Script to be Read by Teacher: *...Quante volte vi capita che vi avanzi del pane, ...ma non avete voglia di mangiarlo il giorno dopo perché "vecchio"? ...questa ricetta è un ottimo modo per riciclarlo! Gli ingredienti che vi serviranno sono: Un bel po' di pane vecchio di un paio di giorni, olio, pomodorini, olive, origano e sale*

English Translation of Script: How many times do you have leftover bread...but you don't want to eat it the next day because it's "old"? ...This recipe is a great way to recycle it! The ingredients you will need are: a lot of bread that is a couple of days old, oil, cherry tomatoes, olives, oregano, and salt.

Directions: Listen to the passage that follows. You will hear the passage twice. Read the question and chart with sets of items that follows. Mark an X in the checkbox of each item you hear mentioned. You will mark one item per row. (1 point each)

Background Information: You are listening to someone talk about a recipe for an Italian specialty, *Focaccia di pane*, and you want to know its ingredients.

1. – 5. What are the ingredients used in making this *Focaccia di pane* recipe?

1.	☐ old bread	or	☐ fresh bread
2.	☐ water	or	☐ oil
3.	☐ tomatoes	or	☐ onions
4.	☐ salt	or	☐ pepper
5.	☐ cheese	or	☐ olives

Completion Format

Directions

- ☐ Write directions in English.
- ☐ Write directions specific to one format of completion items.
- ☐ Tell students to base their responses on the input provided.
- ☐ Tell students where to document their responses.
- ☐ Tell students how to document their responses, including which language to use and the desired length of the response (e.g., word, phrase).
- ☐ Specify the point value of each completion item if part of a graded assessment.

Format

- ☐ When including background information, place it after the directions and before the completion items.
- ☐ Determine the language of the completion items.
- ☐ Follow the capitalization and punctuation rules of the language selected.
- ☐ For each completion item, write a statement that is missing one or two key elements (e.g., facts).
- ☐ Create a blank directly following each item where students will write their response. Make blanks approximately the same length from item to item and reflective of the response length you identified in the written directions.
- ☐ Number each completion item.
- ☐ If you use more than one completion format (e.g., language, text type), cluster items by format and write unique directions for each.
- ☐ Identify criteria for evaluating sufficiency of responses.

Content

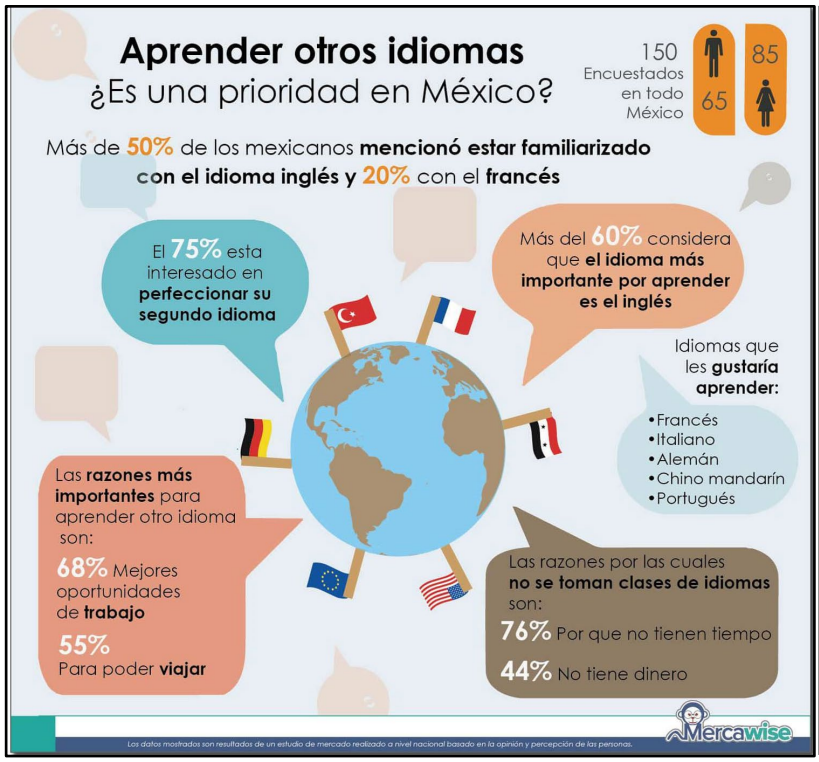
- ☐ For background information, identify a real-world context in which students would encounter the text associated with the completion items.
- ☐ Ensure that completion items are answerable solely from the input provided and not from prior knowledge.
- ☐ Focus each completion item on a single concept.
- ☐ Make completion item statements meaningful unto themselves and not dependent on missing elements to be made meaningful.
- ☐ <u>Avoid</u> basing completion items on knowledge of a single word or trivial content.
- ☐ There should be one or a limited number of correct answers possible for each missing element.

Completion Format Example

Directions: Read the document below and the incomplete statements that follow. Complete each statement in English based on what you read in the document. Write in words or phrases on the blanks provided. There may be more than one correct answer. (1 point each)

Background Information: While researching education in Mexico, you come across results from the survey *Aprender otros idiomas*.

(Spanish Example)



Learning Other Languages
Is it a priority in Mexico?
150 people surveyed in all of Mexico
More than 50% of Mexicans mentioned being familiar with the English language and 20% with French.
75% are interested in perfecting their second language.
More than 60% consider English the most important language to learn.
The most important reasons for learning another language are: 68% better work opportunities; 55% to be able to travel.
Languages that they would like to learn: French, Italian, German, Mandarin Chinese, Portuguese.
The reasons they don't take language classes are: 76% because they don't have time; 44% because they don't have money.

https://www.facebook.com/Mercawise/photos/pb.100063477374764.-2207520000/1324802754256645/?type=3

1. <u>One</u> important reason survey respondents identified for learning another language is:

   _____.

2. <u>One</u> reason given for <u>not</u> taking language classes is:

   _____.

3. <u>Two</u> languages respondents say they would like to learn include:

   _____and_____.

Graphic Organizer Format

Directions

- ☐ Write directions in English.
- ☐ Write directions specific to one format of graphic organizer.
- ☐ Tell students to base their responses on the input provided.
- ☐ Tell students where to document their responses.
- ☐ Tell students how to document their responses, including which language to use and the desired length of the response (e.g., word, phrase).
- ☐ Specify the point value of each graphic organizer, graphic organizer section, or response if part of a graded assessment..

Format

- ☐ When including background information, place it after the directions and before the graphic organizer.
- ☐ Select a graphic organizer format that is simple and uncomplicated; appropriate to the contents of the input; and familiar to students. Some potential formats include:
  a. 5 W: A graphic organizer in which students provide information that answers the questions *who, what, where, when,* and *why*
  b. Chart: A table of labeled rows and columns where learners fill in information.
  c. Concept Map: A graphic organizer in which students show the relationship(s) among concepts, ideas, and facts (e.g., topic and facts; main idea and related details).
  d. Linear Sequence: A graphic organizer in which students arrange items chronologically (e.g., actions, events, cause and effect).
  e. T-Chart: A graphic organizer with two columns of contrasting categories in which students sort or contrast information by category (e.g., before and after; pros and cons)
  f. Venn Diagram: A graphic organizer with two intersecting circles in which students identify similarities and differences between two concepts, events, characters, etc.
- ☐ Determine the language of the graphic organizer labels, then label each section of the graphic organizer, following capitalization and punctuation rules of the language selected.
- ☐ If you use more than one graphic organizer format (e.g., label language, graphic organizer type), write unique directions for each.
- ☐ Identify criteria for evaluating sufficiency of responses.

Content

- ☐ For background information, identify a real-world context in which students would encounter the text associated with the graphic organizer.
- ☐ Ensure that graphic organizer items are answerable solely from the input provided and not from prior knowledge.
- ☐ Ensure that the anticipated responses in the selected graphic organizer are well suited to the nature of the input.
- ☐ There should be a limited number of correct answers possible for each section of the graphic organizer.

Graphic Organizer Format Example

Directions: Read the document below. Then complete the graphic organizer based on what you read by providing one detail in English in each row of the graphic organizer that answers the question found at left. Write in words or phrases. (1 point each)

Background Information: While learning about winter in Canada, you come across information about *Bonhomme Carnaval*.

(French Example)

Sa fiche d'identité

-Prénom : Bonhomme
-Nom : Carnaval
-Année de naissance : 1954
-Ville natale : Québec
-Taille : 7 pieds
-Poids : 400 livres de neige compactée
-Couleurs préférées : Blanc et rouge
-Gâterie préférée : Crème glacée et sorbet
-Geste distinctif : Lever de la jambe
-Meilleurs amis : Tous les amoureux de l'hiver
-Ami d'enfance : Le Père Noël
-Plus grande qualité : Joie de vivre
-Phrase célèbre : Joyeux Carnaval!
-Plus grand rêve : Éliminer le réchauffement de la planète
-Notoriété : Personnalité publique la plus souvent spontanément associée à Québec

His Identity Card

-First name: Bonhomme
-Last name: Carnaval
-Birth year: 1954
-Home town: Quebec
-Height: 7 feet
-Weight: 400 pounds of compact snow
-Favorite colors: White and red
-Favorite treat: Ice cream and sorbet
-Distinctive move: Lifting his leg
-Best friends: Everyone who loves winter
-Childhood friend: Father Christmas
-Quality he's known for: Joy for living
-Famous saying: Happy Carnival!
-Biggest dream: Eliminating global warming
-Reputation: Public personality most frequently associated with Quebec

https://ticsenfle.blogspot.com/search/label/Dossier%20Carnaval%20de%20Qu%C3%A9bec

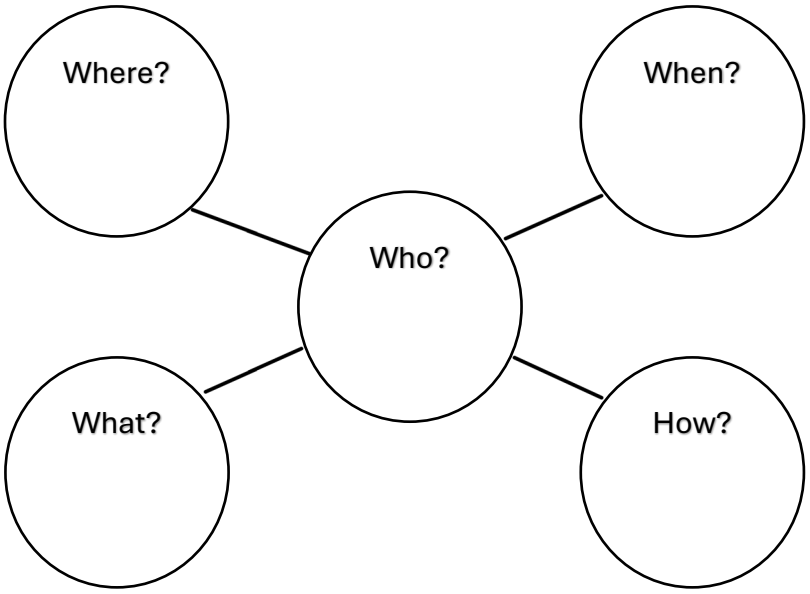


Image Selection Format

Directions

- ☐ Write directions in English.
- ☐ Tell students to select the image described by the input provided.
- ☐ Tell students where to document their responses.
- ☐ Tell students how to document their responses.
- ☐ Specify the point value of each image selection item if part of a graded assessment.

Format

- ☐ When including background information, place it after the directions and before the image selection item.
- ☐ Determine the language of the image selection item question.
- ☐ For each image selection item, create a question and three or four images as response options, one of which is correct.
- ☐ Number each question; assign letters to image response options.
- ☐ Create a blank directly preceding each question where students will document their selected image response option. Make blanks the same length from item to item.
- ☐ Select image response options of the same size and format (e.g., color vs. black and white; drawing vs. photograph).
- ☐ Order correct image response options randomly from item to item to avoid a response pattern.
- ☐ If you use more than one image response format (e.g., language, image type), cluster items by format and write unique directions for each.

Content

- ☐ For background information, identify a real-world context in which students would encounter the text associated with the image selection item.
- ☐ Ensure that image selection items are answerable solely from the input provided and not from prior knowledge.
- ☐ Ensure that the selected images are easily interpreted by all students.
- ☐ Ensure that image response options are plausible and mutually exclusive.
- ☐ Focus each image selection item on a single concept.
- ☐ Make questions meaningful unto themselves and not dependent on image response options to be made meaningful.

Image Selection Format Example

Teacher Resource

(Spanish Example)

https://www.diainternacionalde.com/ficha/buy-nothing-day

Spanish Script to be Read by the Teacher: *El Día de No Comprar Nada. El último viernes de noviembre se celebra el Día Mundial Sin Compras. ...es una jornada mundial...en la que se invita a toda la población a no consumir nada. Coincide precisamente con el Black Friday, uno de los días de más consumo del año.*

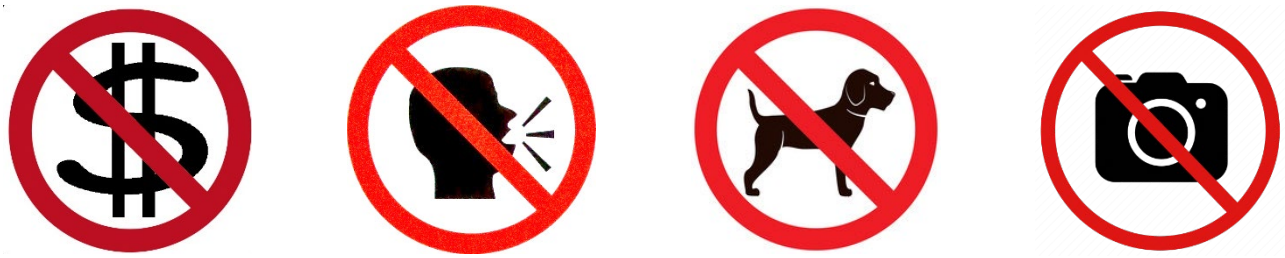
English Translation of Script: Buy Nothing Day. The last Friday in November celebrates the International Day of No Shopping. It is a global day in which the entire population is invited to consume nothing. It coincides precisely with Black Friday, one of the busiest shopping days of the year.

Directions: Listen to the passage that follows. You will hear the passage twice. View the images that follow. Then select the image that best answers the question based on the information. Write the letter of your chosen answer in the blank. (2 points each)

Background Information: You are listening to a radio broadcast from Spain and hear this report.

_____ 1. Which symbol best represents the message of this international day?

A. B. C. D.



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Matching Format

Directions

- ☐ Write directions in English.
- ☐ Write directions specific to one format of matching items.
- ☐ Tell students the relationship between the stems and response options provided.
- ☐ Tell students where to document their responses.
- ☐ Tell students how to document their responses.
- ☐ If not all response options will be used or some may be used more than once, state this.
- ☐ Specify the point value of each matching item if part of a graded assessment.

Format

- ☐ Determine the language of the stems and response options to be matched.
- ☐ Create a set of 10 or fewer stems and the same number (or more) of response options to be matched.
- ☐ Make stems and response options of similar length to one another and in a similar grammatical form (e.g., noun, noun phrase) and text type (e.g., word, phrase).
- ☐ Create a blank directly preceding each stem where students will document their selected response option. Make blanks the same length from item to item.
- ☐ If you use more than one matching format (e.g., language, relationship), cluster items by format and write unique directions for each.

Content

- ☐ Arrange stems in a logical order.
- ☐ Ensure that all response options are plausible.
- ☐ Focus stems and response options on one type of relationship (e.g., character and actions; cause and effect).
- ☐ Ensure that relationships are simple in nature.

Note: The Matching Format is <u>not</u> an acceptable format for Proficiency Benchmark Assessments.

Matching Format Example

Directions: Read the chart below, *Tiempo de uso de la tablet en los niños según su edad*. For each age listed in the left-hand column, identify the corresponding negative consequence(s) of tablet use from the choices in the right-hand column as communicated in the chart. Write the letter(s) of the corresponding consequences in the blank to the left of the age. You will not use all options presented in the right-hand column. (1 point each)

(Spanish Example)

Tablet Usage Time by Children according to Their Age

Age	Time	Consequences
Less than 2 years old	Never	Lack of ability to learn
Less than 2-5 years old	30 minutes	Lack of control of feelings
Less than 5-12 years old	60 minutes	Idleness y obesity
More than 12 years old	2 hours	Affects school performance and social skills

https://mimanualdelbebe.com/blog_experto/pantallas-y-ninos-una-explosiva-combinacion/

1. _____ A 1-year-old…
2. _____ A 3-year-old…
3. _____ A 7-year-old…
4. _____ A 15-year-old…

A. Might develop difficulty sleeping.

B. Might become inactive and overweight.

C. Might struggle to develop social skills.

D. Might not be able to manage their emotions.

E. Might not be able to learn anything.

F. Might accidentally break the device.

Multiple Choice Format

Directions

- ☐ Write directions in English.
- ☐ Write directions specific to one format of multiple choice items.
- ☐ Tell students to select the "best answer" based on the type of input provided.
- ☐ Tell students where to document their responses.
- ☐ Tell students how to document their responses.
- ☐ Specify the point value of each multiple choice item if part of a graded assessment.

Format

- ☐ When including background information, place it after the directions and before the multiple choice item.
- ☐ Determine the language of the multiple choice items.
- ☐ Follow the capitalization and punctuation rules of the language selected.
- ☐ For each multiple choice item, create a stem and four response options, one of which is correct.
- ☐ Number each stem; assign letters to response options.
- ☐ Create a blank directly preceding each stem where students will document their selected response option. Make blanks the same length from item to item.
- ☐ Write the stem in the form of a direct question or an incomplete statement. (Direct questions are less cognitively demanding and, therefore, preferred.)
- ☐ Make each response option within each multiple choice item about the same length.
- ☐ Write each response option within each multiple choice item using the same grammatical form (e.g., noun, gerund) and text type (e.g., phrase, sentence).
- ☐ Order correct response options randomly from item to item to avoid a response pattern.
- ☐ If you use more than one multiple choice format (e.g., stem design, language), cluster items by format and write unique directions for each.

Content

- ☐ For background information, identify a real-world context in which students would encounter the text associated with the multiple choice item.
- ☐ Ensure that multiple choice items are answerable solely from the input provided and not from prior knowledge.
- ☐ Ensure that response options are plausible and mutually exclusive.
- ☐ Focus each multiple choice item on a single concept.
- ☐ Make stems meaningful unto themselves and not dependent on response options to be made meaningful.
- ☐ Avoid the following strategies that can be problematic for students, that can lead to guessing, or that can limit students' ability to show their understanding:
    - Repeating words from the item stem in the responses;
    - Basing the answer on a single word;
    - Negative words (e.g., no, not);
    - Absolutes (e.g., all, always, never);
    - "All of the above" response options; and
    - "None of the above" response options.

Multiple Choice Format Example

Directions: Read the authentic resources. Then read the questions that accompany it and the four possible answers for each. Select the best answer for each question based on what you read. Write the letter of your chosen answer in the blank. (2 points each)

Background Information: While reading a newspaper from Italy you come across this advertisement for *Scuola Calcio Femminile*.

(Italian Example)

Female Soccer School

It is the right of every girl to dream about becoming a soccer player.

Registration is open for 5- to 15-year-old girls

One week's free trial

For information and memberships, contact…

https://www.lagazzettadisansevero.it/scuola-calcio-femminile-e-scuola-portieri/

_____ 1. What is being advertised?

A. an upcoming soccer match
B. an open registration for a soccer school
C. a newly created soccer league
D. a give-away of free soccer equipment

_____ 2. Who can participate?

A. anyone between 5 and 15 years old
B. females between 5 and 15 years old
C. males with 5 to 15 years of experience
D. anyone with 5 to 15 years of experience

Short Answer Format

Directions

- ☐ Write directions in English.
- ☐ Write directions specific to one format of short answer items.
- ☐ Tell students to base their responses on the input provided.
- ☐ Tell students where to document their responses.
- ☐ Tell students how to document their responses, including which language to use and the desired length of the response (e.g., phrase, sentence).
- ☐ Specify the point value of each short answer item if part of a graded assessment.

Format

- ☐ When including background information, place it after the directions and before the short answer item.
- ☐ Determine the language of the short answer items.
- ☐ Follow the capitalization and punctuation rules of the language selected.
- ☐ For each short answer item, write an open-ended question that allows for several possible responses or variations on a response.
- ☐ Create a blank directly following each item where students will write their response. Make blanks approximately the same length from item to item and reflective of the response length you identified in the written directions.
- ☐ Number each short answer item.
- ☐ If you use more than one short answer format (e.g., language, text type), cluster items by format and write unique directions for each.
- ☐ Identify criteria for evaluating sufficiency of responses.

Content

- ☐ For background information, identify a real-world context in which students would encounter the text associated with the short answer item.
- ☐ Ensure that short answer items are answerable solely from the input provided and not from prior knowledge.
- ☐ Focus each short answer item on a single concept.
- ☐ Avoid basing short answer items on knowledge of a single word or trivial content.

Short Answer Format Example

Directions: Read the social media post below. Then read the questions that follow. Answer each question in English based on what you read. Write in words or phrases on the blank provided. There may be more than one correct response. (1 point each)

Background Information: While looking at social media, you see this post from uOttawa (the University of Ottawa) in Canada.

(French Example)

https://www.instagram.com/p/Cz3qov_uo45/?img_index=1

Winter Clothing Drive

Donate winter clothes in the Free Bin at CRX and help us keep students warm at uOttawa
Donate before December 15.

It's time to put away summer outfits to make room for winter clothes! La Gratuiterie is carrying out a clothing drive until December 15 to help students stay warm. We invite you to donate everything you no longer wear – coats, boots, hats, gloves, scarves, etc. Drop off your donations below the main staircase…

1. What does this social media post ask people to do?

_____

2. Why is the University of Canada making this request?

_____

3. When should people carry out this request?

_____

True-False Format

Directions

- ☐ Write directions in English.
- ☐ Write directions specific to one format of true-false items.
- ☐ Tell students to base their responses on the input provided.
- ☐ Tell students where to document their responses.
- ☐ Tell students how to document their responses.
- ☐ Specify the point value of each true-false item if part of a graded assessment.

Format

- ☐ Determine the language of the true-false statements.
- ☐ For each true-false item, write a statement for students to judge as factually true or false based on the input.
- ☐ Create a blank directly preceding each true-false statement where students will indicate whether the statement is true or false. Make blanks the same length from item to item.
- ☐ (Optional) You may ask students to explain their responses. If so, identify the language and desired length of the explanation. Create a space following each true-false statement for the written explanation.
- ☐ If you use more than one true-false format (e.g., language; explanation or no explanation), cluster items by format and write unique directions for each.

Content

- ☐ Ensure that true-false items are answerable solely from the input provided and not from prior knowledge.
- ☐ Focus each true-false item on a single concept.
- ☐ Avoid the following strategies that can be problematic for students, that can lead to guessing, or that can limit students' ability to show their understanding:
  - Trivial content;
  - Basing the answer on a single word;
  - Repeating words from the input in the responses;
  - Negative words (e.g., no, not); and
  - Absolutes (e.g., all, always, never).

Note: The True-False Format is not an acceptable format for Proficiency Benchmark Assessments.

True-False Format Example

Directions: Read the recommendations from *Chile Montaña* and the statements that follow. For each statement, write T in the blank to the left of the statement if it is True or F if it is False based on the reading. Correct each False statement in the blank that follows using information from the reading. Write in English.

(Spanish Example)

RECOMENDACIONES PARA VESTIR CORRECTAMENTE EN CLIMA FRÍO: CAPAS DE ROPA

Usa lana como Primera Capa
La lana es lo mejor por excelencia, hablando de ropa térmica. Ya que la lana se ajusta a la temperatura ambiente, es decir, si hace frío te mantiene caliente y si hace calor deja entrar el aire fresco. Una alternativa a la lana es el polyester.

Camisa y pantalón como Segunda Capa
Esta capa de ropa ayuda a mantener el cuerpo caliente, incluso aunque haga mucho frío. Dependiendo de qué tan frío esté, esta capa puede variar de ropa ligera e incluso hasta trajes completos.

Corta vientos e impermeable como Tercera Capa
Asegúrate que el material de esta capa respire, es decir, que deje salir el vapor para que tus capas interiores no se humedezcan, ya que si las expones mojadas te vas a enfriar muy rápido.

Protege tu cabeza
Se pierde aproximadamente un 10% del calor corporal por la cabeza, así que, si estás en condiciones de frio, es recomendable usar algún tipo de gorro o pasa montañas, máscara y en casos extremos goggles.

Usa guantes
Es recomendable que lleves varios estilos de guantes, para adaptarte a cualquier situación. Puedes llevar guantes, ligeros, a prueba de agua, cerrados, etc. Sin embargo, evita llevar guantes sin dedos, convertibles o similares, ya que estos no son tan eficientes para protegerte.

https://www.chilemontana.cl/recomendaciones-para-vestir-correctamente-en-clima-frio/

---RECOMMENDATIONS FOR DRESSING CORRECTLY IN COLD WEATHER: LAYERS OF CLOTHING---

Use wool as a First Layer: Wool is the absolute best in terms of thermal clothing. Since wool adjusts to the surrounding temperature, if it is cold, it keeps you warm and, if it is hot, it lets fresh air in. An alternative to wool is polyester.

Shirt and pants as a Second Layer: This clothing layer helps keep your body warm, even in very cold weather. Depending on how cold it is, this layer can vary from light clothing to even full suits.

Windbreakers and rainwear as a Third Layer: Make sure that this layer's material breathes, that is, lets moisture escape so that your inner layers do not become damp, because if you get them wet you will get cold very quickly.

Protect your head: Approximately 10% of body heat is lost through your head, so, if you are in cold conditions, it is recommended that you wear some type of hat or face covering, a mask and, in extreme cases, goggles.

Use gloves: It is recommended that you bring several types of gloves, to be able to adapt to any situation. You can wear gloves that are light, waterproof, closed, etc. However, avoid wearing gloves that are fingerless, convertible,

1. _____People should wear three layers of clothing in a cold climate.

_____

2. _____Wool is recommended as a first layer because it can adjust to the outside temperature.

_____

3. _____ A layer of clothing can include more than one clothing item.

_____

4. _____Wearing a hat and gloves is optional if the layers of your clothing are warm enough.

_____

Oral and Signed Interpersonal Tasks

Task Description and Directions

- ☐ Create a card for each oral or signed Interpersonal task. If pairing students*, create complementary task cards for each student.
- ☐ Write the task description and directions in English, including who will initiate the task.
- ☐ Write the task description using student-facing language (e.g., You…).
- ☐ Identify the communicative purpose to be accomplished.
- ☐ Identify the length of time for task completion or the number of exchanges to be carried out.
- ☐ Specify the point value of each oral or signed Interpersonal task if part of a graded assessment.

Format and Administration

- ☐ Determine who communication partners will be (teacher-student; student-student*).
- ☐ If pairing students*, determine whether pairings will be predetermined or random.
- ☐ Identify when and where the oral or signed Interpersonal task will take place.
- ☐ If tasks are completed during class time, plan for other students' meaningful engagement in an alternate learning task.
- ☐ Identify how much time students will have to think about the task before beginning the oral or signed Interpersonal task.
- ☐ Determine the Interpersonal rubric dimensions you will evaluate.
- ☐ Determine how you will communicate feedback on the oral or signed Interpersonal performance.

Content

- ☐ Identify unit or course Interpersonal Can-Do Statements related to one of the NYS Themes and Topics (linked on page 24) that the oral or signed tasks will address.
- ☐ Design a set of oral or signed interview and/or role play tasks based on the Interpersonal Can-Do Statements that call for students to carry out an Interpersonal language function (i.e., exchange Information, express feelings, preferences, or opinions) in a meaningful context.
- ☐ Ensure that the tasks are appropriate to students' proficiency level.
- ☐ Ensure that tasks are connected to students' experiences, resources, and opportunities.
- ☐ Plan for students to communicate as themselves, whether paired with the teacher or with one another*.
- ☐ If the task is an interview, plan for the teacher to communicate as themselves.
- ☐ If the task is a role play, the teacher can play an imagined role.
- ☐ Identify Interpersonal rubric rating criteria where the "Meets Expectations" rating aligns to the course proficiency target.

*Note: In Proficiency Benchmark Assessments, only the teacher can serve as the oral or signed Interpersonal Task partner.

Oral or Signed Interpersonal Task Examples

Interpersonal Role Play

I am your friend from (target culture). We are out shopping together and realize that we feel hungry. We make plans to get something to eat.

You start the conversation. You have two minutes ***to make plans with me to get something to eat***.

Interpersonal Interview

Let's have a conversation about a day that we each think is special. I will start the conversation.

You have two minutes to ***tell me about a day that is special to you and find out about a day that is special to me***.

Oral or Signed Presentational Tasks

Task Description and Directions

- ☐ Write the oral or signed Presentational task description and directions in English.
- ☐ Write the task description using student-facing language (e.g., You…).
- ☐ Identify the communicative purpose to be accomplished.
- ☐ Identify the qualities of the oral or signed Presentational output (e.g., number of utterances) and/or length of time for task completion.
- ☐ Tell students how to prepare for the oral or signed Presentational task (e.g., notecard, graphic organizer) and how much time they have to do so.
- ☐ Tell students where to perform the oral or signed Presentational task (e.g., computer application, face-to-face with teacher).
- ☐ Specify the point value of the oral or signed Presentational task.
- ☐ (Optional) Include a simple visual that reflects the context of the task.

Format and Administration

- ☐ Identify when and where the oral or signed Presentational task will take place.
- ☐ If tasks are completed one student at a time during class, plan for other students' meaningful engagement in an alternate learning task.
- ☐ If tasks are completed using a computer application, familiarize students with the technology in advance and test the technology prior to having students record.
- ☐ Identify how much time students will have to prepare before carrying out the oral or signed Presentational task and how they will prepare (e.g., notecard, graphic organizer).
- ☐ Identify how much time students will have to complete the oral or signed Presentational task.
- ☐ Determine the Presentational rubric dimensions you will evaluate.
- ☐ Determine how you will communicate feedback on the oral or signed Presentational performance.

Content

- ☐ Identify a unit or course Can-Do Statement related to one of the NYS Themes and Topics (linked on page 24) that the oral or signed Presentational task will address.
- ☐ Design an oral or signed task based on the Presentational Can-Do Statement that calls for students to carry out a Presentational language function (i.e., describe, inform, narrate, explain, persuade) in a meaningful context.
- ☐ Identify the audience of the oral or signed Presentational output.
- ☐ Ensure that the task is appropriate to students' proficiency level.
- ☐ Ensure that the task is connected to students' experiences, resources, and opportunities.
- ☐ Plan for students to communicate as themselves.
- ☐ Identify Presentational rubric rating criteria where the "Meets Expectations" rating aligns to the course proficiency target.

Oral or Signed Presentational Task Example

Directions: In (target language), record a voicemail / signed message of 3 to 5 sentences in which you carry out the task that is described below. Record your response on (recording platform). (5 points)

This Photo by Unknown Author is licensed under CC BY-NC

Task: Your (target culture) friend is going to meet you after school to study. *Call your friend and leave a voicemail / signed message* ***to share information with details about your study plans.*** You may wish to include:

- when you plan to meet
- where you plan to meet
- how to get to the location
- different options for transportation to the location
- what your friend should bring with them
- what you will be studying
- who will join you in the study session

Written Presentational Tasks

Task Description and Directions

- ☐ Write the Presentational task description and directions in English.
- ☐ Write the task description using student-facing language (e.g., You…).
- ☐ Identify the communicative purpose to be accomplished.
- ☐ Identify the qualities of the written Presentational product (e.g., text type, length).
- ☐ Tell students any steps involved in completion of the Presentational task.
- ☐ Tell students where to complete the Presentational task.
- ☐ Specify the point value of the Presentational task.
- ☐ (Optional) Include a simple visual that reflects the context of the task.

Format and Administration

- ☐ Identify steps in the development of the written Presentational product (e.g., graphic organizer completion, draft, feedback and revision).
- ☐ Identify what tools or resources, if any, students will use in the development of the written Presentational product.
- ☐ Identify how much time students will have to complete (the steps in the development of) the written Presentational product.
- ☐ Determine the Presentational rubric dimensions you will evaluate.
- ☐ Determine how you will communicate feedback on the written Presentational performance.

Content

- ☐ Identify a unit or course Can-Do Statement related to one of the NYS Themes and Topics (linked on page 24) that the written Presentational task will address.
- ☐ Design a written task based on the Presentational Can-Do Statement that calls for students to carry out a Presentational language function (i.e., describe, inform, narrate, explain, persuade) in a meaningful context.
- ☐ Identify the genre of the written Presentational product.
- ☐ Identify the audience of the written Presentational product.
- ☐ Ensure that the task is appropriate to students' proficiency level.
- ☐ Ensure that the task is connected to students' experiences, resources, and opportunities.
- ☐ Plan for students to communicate as themselves.
- ☐ Identify Presentational rubric rating criteria where the "Meets Expectations" rating aligns to the course proficiency target.

Written Presentational Task Example

Directions: In (target language), write 3 to 5 sentences in which you carry out the task that is described below. Write your response on the lines provided. (10 points)

https://suwaneemagazine.com/wp-content/uploads/2024/07/Screen-Shot-2024-07-01-at-2.20.27-PM.png

Task: Your keypal sent you a photo of their favorite family meal with a description of the meal. Respond to your keypal in an **email** in which you **describe your favorite meal** with several details. You may wish to include:

- the dishes you eat at the meal
- the ingredients in the dishes
- the drinks you have at the meal
- the way the food tastes
- the people you share your meal with
- the time of day your meal is eaten
- where you eat the meal

_____

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NYSED OBEWL Related Resources and Webinars

(Listed Alphabetically)

Resources

NYS Learning Standards for World Languages (2021)
https://www.nysed.gov/sites/default/files/programs/world-languages/nys-learning-standards-for-world-languages-2021.pdf

NYS Themes and Topics for World Languages
https://www.nysed.gov/sites/default/files/programs/world-languages/nys-wl-themes-and-topics-2021.pdf

NYS World Language Standards Initiative Authentic Resources Wakelet
https://wakelet.com/@NYSWorldLanguageStandardsInitiative

NYS World Language Learning Standards Rubrics
-Classical Languages (https://www.nysed.gov/sites/default/files/programs/world-languages/nys-wl-master-rubrics-classical.docx)
-Modern Languages (https://www.nysed.gov/sites/default/files/programs/world-languages/nys-wl-master-rubrics-ml.docx)

Principles and Guidelines for Adopting or Creating Locally Developed Benchmark Assessments for Checkpoint A
-Classical Languages (https://www.nysed.gov/sites/default/files/programs/world-languages/checkpoint-a-assessment-guidelines-classical-languages-final.pdf)
-Modern Languages (other than ASL) (https://www.nysed.gov/sites/default/files/programs/world-languages/checkpoint-a-assessment-guidelines-modern-languages-final.pdf)

Proficiency Ranges and Performance Indicators
-Classical Languages (https://www.nysed.gov/sites/default/files/programs/world-languages/proficiency-ranges-and-performance-indicators-for-classical-languages_1.pdf)
-Modern Languages (Cat. 1-2) (https://www.nysed.gov/sites/default/files/programs/world-languages/proficiency-ranges-and-performance-indicators-for-modern-languages-cat-1-2_3.pdf);
-Modern Languages (Cat. 3-4) (https://www.nysed.gov/sites/default/files/programs/world-languages/proficiency-ranges-and-performance-indicators-for-modern-languages-cat-3-4_2.pdf)

Webinars

Assessment Part 1: Creating Standards-aligned Rubrics for Performance Assessment Tasks
https://www.nysed.gov/world-languages/assessment-part-1-creating-standards-aligned-rubrics-performance-assessment-tasks

Principles and Guidelines for Adopting or Creating Locally Developed Benchmark Assessments for Checkpoint A (Modern Languages – except ASL)
https://www.nysed.gov/world-languages/principles-and-guidelines-adopting-or-creating-locally-developed-benchmark

Principles and Guidelines for Adopting or Creating Locally Developed Benchmark Assessments for Checkpoint A (Classical Languages)
https://www.nysed.gov/world-languages/principles-and-guidelines-adopting-or-creating-locally-developed-benchmark-0

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