

NORTHWEST INDIAN LANGUAGES BENCHMARK WORK GROUP

NATIVE AMERICAN LANGUAGES PROFICIENCY BENCHMARKS FOR LEVELS I, II, III, IV (recommended CIM level)

DRAFT 2 11.99

BENCHMARK LEVEL I			
READING			
CONTENT	FUNCTION	TEXT TYPE	CONTEXT
Self, Food/Beverage, Animals, Classroom, Clock Time/Days of the Week	Recognize elements		in on-demand tasks

BENCHMARK LEVEL I			
WRITING			
CONTENT	FUNCTION	TEXT TYPE	CONTEXT/ PERFORMANCE LEVEL
Self, Food/Beverage, Animals, Classroom, Clock Time/Days of the Week	Represent sounds		Represent the basic sounds of the language using Roman letters and if appropriate, diacritics.
	Produce text		Reproduce individual or lists of isolated words from model on curriculum-embedded tasks

<p>BENCHMARK LEVEL I</p> <p>ORAL</p>	<p>The oral benchmarks set minimum standards outlining what a student should be able to do with the language in a one to one “on demand” interview with an unfamiliar speaker of the language.</p>
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CONTENT/ CULTURE	FUNCTION	TEXT TYPE	ACCURACY
Students at this level should be able to talk about these topics:	Students at this level should be able to:	Students at this level should be able to:	Students at this level should be able to:
Self	Engage in greetings	Learned words and phrases	
	Give self introduction (name, age)	Learned words and phrases	
Family	Use formulaic expressions	Learned words and phrases	Response after no more than <u>2</u> repetitions for comprehension
Food	Ask questions about others	Learned words and phrases	
	Express numbers/ quantity 1-99	Learned words and phrases	show some conformity to the pronunciation system
Clock Time/ Days of the week	Express days of the week	Learned words and phrases	
	Tell/Ask clock time (hours)	Learned words and phrases	

Classroom	Identify things: classroom objects, animals/pets, foods/beverages, body parts	Learned words and phrases	Convey a message which is generally comprehensible to a sympathetic interlocutor(friendly conversation partner), although there may be hesitations/pauses which interfere with comprehension
Animals	Express likes and dislikes	Learned words and phrases	

BENCHMARK LEVEL II			
READING			
CONTENT	FUNCTION	TEXT TYPE	CONTEXT
Level I content plus Seasons, Weather, Location, Clothing, Family	Scan for gist		on curriculum embedded tasks
	Extract detail		on curriculum embedded tasks

BENCHMARK LEVEL II			
WRITING			
CONTENT	FUNCTION	TEST TYPE	CONTEXT
Level I content plus Seasons, Weather, Location, Clothing, Family	Produce text		Write names, places, isolated words without model on curriculum embedded texts

BENCHMARK LEVEL II ORAL	The oral benchmarks set minimum standards outlining what a student should be able to do with the language in a one to one "on demand" interview with an unfamiliar speaker of the language.
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CONTENT/ CULTURE	FUNCTION	TEXT TYPE	CONTEXT
Students at this level should be able to talk about Level I topics plus	Students at this level should be able to:	Students at this level should be able to:	Students at this level should be able to:
	Perform ALL functions listed in Level I PLUS ALL of the following:	Learned words and phrases	
Seasons	Report routine events	Learned words and phrases	
	Express location	Learned words and phrases	Respond after no more than <u>2</u> repetitions for comprehension
Weather	Express existence	Learned words and phrases	
	Express quantity 100-1000	Learned words and phrases	Show some conformity to the rules of the pronunciation system
Clothing	Negotiate basic social routines	Learned words and phrases	

Location	Ask for clarification/ repetition	Learned words and phrases	Convey a message which is generally comprehensible to a sympathetic interlocutor(friendly conversation partner), although there may be hesitations/pauses which interfere with comprehension
Calendar	Express dates/ relative time	Learned words and phrases	
School	Identify conditions	Learned words and phrases	

BENCHMARK LEVEL III			
READING			
CONTENT	FUNCTION	TEXT TYPE	CONTEXT
Levels I and II content plus Geography, Community, Home, Health, Transportation	Scan for gist		on curriculum embedded tasks
	Extract detail		on curriculum embedded tasks

BENCHMARK LEVEL III			
WRITING			
CONTENT	FUNCTION	TEXT TYPE	CONTEXT
Levels I and II content plus Geography, Community, Home, Health, Transportation	Produce text		Produce isolated words and phrases in “on-demand” tasks

BENCHMARK LEVEL III ORAL	The oral benchmarks set minimum standards outlining what a student should be able to do with the language in a one to one “on demand” interview with an unfamiliar speaker of the language.
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CONTENT/ CULTURE	FUNCTION	TEXT TYPE	ACCURACY
Students at this level should be able to talk about Level I and II topics, plus:	Students at this level should be able to	Students at this level should be able to	Students at this level should be able to
	Perform ALL functions listed in Levels I and II PLUS ALL of the following:		
Home	Report past and future events	Learned words and phrases	
	Ask for specific item	Learned words and phrases	Respond after no more than <u>2</u> repetitions for comprehension
Geography	Identify/Describe physical features (relative size, color, qualifiers, etc.)	Learned words and phrases	
	Issue/Respond to invitations	Learned words and phrases	Show increasing conformity to the rules of the pronunciation system
Community	Describe mode	Learned words and phrases	
	Make suggestions	Learned words and phrases	

Health	Express quantity	Learned words and phrases	Convey a message which is generally comprehensible to a sympathetic interlocutor(friendly conversation partner), although there may be hesitations/pauses which interfere with comprehension
	Express ability	Learned words and phrases	
Transportation	Express physical conditions	Learned words and phrases	

BENCHMARK LEVEL IV			
READING			
CONTENT	FUNCTION	TEXT TYPE	CONTEXT
Levels I, II and III content plus Occupations/Services Holidays and Traditions, Stores/ Shopping, Scheduling	Scan for gist		in “on-demand” tasks
	Extract detail		in “on-demand” tasks

BENCHMARK LEVEL IV			
WRITING			
CONTENT	FUNCTION	TEXT TYPE	CONTEXT
Levels I, II and III content plus Occupations/Services Holidays and Traditions, Stores/ Shopping, Scheduling	Produce text		Write lists, schedules and other simple writing texts on curriculum embedded tasks

<p>BENCHMARK LEVEL IV</p> <p>ORAL</p>	<p>The oral benchmarks set minimum standards outlining what a student should be able to do with the language in a one to one “on demand” interview with an unfamiliar speaker of the language.</p>
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CONTENT/ CULTURE	FUNCTION	TEXT TYPE	ACCURACY
<p>Students at this level should be able to talk about Levels I, II and III content plus Occupations/Services Holidays and Traditions, Stores/ Shopping, Scheduling</p>	<p>Students at this level should be able to</p>	<p>Students at this level should be able to</p>	<p>Students at this level should be able to</p>
	<p>Perform ALL functions listed in Levels I, II, III plus</p>		
<p>Occupations/Services</p>	<p>Express wants and needs</p>	<p>Learned words and phrases</p>	
	<p>Request assistance</p>	<p>Learned words and phrases</p>	<p>Respond after no more than <u>2</u> repetitions for comprehension</p>
<p>Holidays/Traditions</p>	<p>Express preferences</p>	<p>Learned words and phrases</p>	
	<p>Give simple evaluations</p>	<p>Learned words and phrases</p>	
	<p>Describe progressive action</p>	<p>Learned words and phrases</p>	<p>Show increasing conformity to the rules of the pronunciation system</p>

Stores/Shopping	Express movement	Learned words and phrases	Convey a message which is generally comprehensible to a sympathetic interlocutor(friendly conversation partner), although there may be hesitations/pauses which interfere with comprehension
	Obtain information Ask simple questions	Learned words and phrases	
Schedule	Express frequency	Learned words and phrases	