

Component 2 includes language samples to provide examples of student language at the different performance levels.



**CLOCK** *Classroom Language Observation Checklist Kit*

## Component 2

LANGUAGE SAMPLES

CENTER FOR APPLIED LINGUISTICS

2015

## COMPONENT 2 - LANGUAGE SAMPLES

This section includes language samples for the Novice and Intermediate levels, which were either collected while the project staff observed classroom interactions in selected STARTALK summer programs in 2014 or transcribed from performance tasks previously collected in connection with other assessment projects. Completed checklists and student activity performance record forms for some of the language samples are in Component 3. Video and audio samples of language at the Novice and Intermediate levels can be found on ACTFL's website: <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>.

### *Language Sample 1*

**Context:** This sample was collected during the last week of a four-week STARTALK summer program. The students, who will be in grade 6 in the fall, had also participated in the same four-week Chinese program the year before.

**Instructional/Assessment Activity:** The teacher used an activity called “Picture Cues or Story Retelling” (See Component 1 for a description of this activity). In this activity, the teacher showed students pictures of dolphins, whales, sports, and activities. She instructed the students to describe each picture she showed using the language they learned in class.

**Performance Level:** The language transcribed below is a Novice Mid to High performance and consists of mostly memorized phrases and sentences performed by a student, named Natalie\*.

Dolphins have eyes, tails. Dolphins do not have hands; dolphins do not have hair; dolphins do not have fur.

Whales have eyes; whales have tails; whales do not have hands.

I like diving; I like boating; I like surfing. I like eating; I like shopping. I like playing video games; I like riding bicycles; I like swimming.

\*All names, and locations have been fictionalized.

**Language Sample 2**

**Context:** This sample is from the last week of a four-week STARTALK summer program. The students who will be in grade 5 in the fall, also participated in the same summer program the year before.

**Instructional/Assessment Activity:** The language below was transcribed from a “Paired Conversation” activity that two students participated in (see Component 1 for a description of this activity). The teacher divided her students into pairs, provided a list of topics on the board, and instructed students to exchange information on those topics. The teacher signaled the start and stop time of the activity.

**Performance Level:** The language sample is a Novice High to Intermediate Low performance, with two students asking each other questions and responding with full or incomplete sentences.

Linda\*: What activity do you like to do in spring? Mary\*: I like swimming in spring.

Linda: What activity do you like to do in summer? Mary: I like riding bicycles in summer.

Linda: What activity do you like to do in winter? Mary: I like playing video games in winter.

Linda: What activity do you like to do in fall? Mary: I like shopping in fall.

Linda: Hello. Mary: Hello. How are you? Linda: I am fine. Thank you.

Mary: What’s the weather like today? Linda: It is sunny today.

Mary: What date is it today? Linda: Today is July 7<sup>th</sup>.

Linda: Which country are you from? Mary: I am American.

Linda: How many people are in your family? Mary: There are five people in my family, daddy, mommy, little brother, little sister and I.

Linda: What color do you like? Mary: I like red, gold, pink, grey, green, blue, black, and white.

Linda: How old are you? Mary: I ... eleven years old. How old are you? Linda: I am eleven.

Linda: Which is your Zodiac sign? Mary: I ... horse.

Linda: What sports do you like? Mary: I like riding bicycles, surfing, and playing video games.

Linda: What do you like to eat? Mary: I like beef, pork, beef, fish, seafood.

Mary: What color are seagulls? Linda: Seagulls are blue and grey.

Linda: Where is Central City?\* Mary: Central City is in Any State USA. There are aquarium, shopping mall, downtown, and dolphins.

Linda: What activity do you like to do on rainy days? Mary: I like playing video games on rainy days.

\*All names, and locations have been fictionalized.

**Language Sample 3**

**Context:** This sample is from a four-week STARTALK summer program. The students, who will be in grade 5 in the fall, had been in the summer program for almost four weeks. This activity was conducted two days before the end of the program.

**Instructional/Assessment Activity:** In this activity, the student, Mandy\*, was asked to do an “Oral Report” (see Component 1 for a description of this activity). The teacher instructed the student to prepare a brief introduction about herself and a baby panda, including name, age, nationality, family, favorite colors and food before the activity. The student could take some cue cards with her as reminders.

**Performance Level:** The student’s language, which includes both memorized and attempts at original sentences, is representative of a Novice High performance. Note that this a prepared presentation so the student had memorized most of this speech. Therefore the student’s language may appear more fluent and fluid that would be expected at Novice High.

Hello. My name is Mandy. I am 10 years old and I was born in the year of ram. I am American. There are four people in my family, daddy, mommy, little brother and me. I like green, yellow, and white. I don’t like blue, brown, and purple. I like eating meat, bread, and rice. I don’t like pork and vegetables. I like drinking tea and cola. I don’t like drinking coffee and juice. I live in Central City, USA. I like drawing, running, reading books, and dancing. Panda is called “baobao,” and the panda is three years old. There are three people in Panda’s family: daddy, mommy and baobao. Panda is black and white. Panda likes eating bamboo. Panda’s home is in China.

\*All names, and locations have been fictionalized.

**Language Sample 4**

**Context:** This is an example transcribed from a performance task previously collected in connection with another assessment project. These students had been in an immersion program for two years. The task is a “Picture Cues or Story Retelling” activity (See Component 1 for a description of this activity). The story below was not explicitly taught in class before, but draws on vocabulary familiar to students in the areas of clothing, animals and habitats.

**Assessment Task:** In this task, the facilitator prepared a story book of *Little Red Riding Hood* in the target language. She asked two students to take turns retelling the story. The facilitator asked them some questions during the storytelling as well. This task is a combination of interpersonal and presentational speaking. The students are able to make sentences and sometimes several sentences at a time as they try to retell the story.

**Performance Level:** John’s\* language ranges from Intermediate Mid to High. Mark’s\* language ranges from Intermediate Low to Mid.

- Facilitator: Now, I have a story book. You can take turns retelling this story, one person one page. John, you go first. What does this page tell?
- John: One day, um, once upon a time, there was a girl, named little red...
- Facilitator: Little what?
- John: Little red.....
- Facilitator: En, little red, what does she wear? On head?
- John: Little red riding hood.
- Facilitator: Yes.
- John: Little red riding hood, her name is little red riding hood. One day her... one day, she and her mother are washing clothes. Little, little, little red riding hood saw a, that... (pointing to pictures) what is this?
- Facilitator: It doesn’t matter.
- John: Saw um many animals outside. She said “hello, animal,” she and... (voice is too low to hear)
- Facilitator: It doesn’t matter, John.
- Mark: One day, then, um, mommy wants um... little red riding hood, um, to help her send...
- Facilitator: What is this?
- Mark: (uses native language).
- Facilitator: En, OK, come on, John.
- John: Little red riding hood said: “Good-bye, Mommy. I am going to send, um that food, to Grandma.” So she and her dog went towards to the woods. There are many things in the woods. Little red riding hood saw many trees and animals.
- Mark: Eh, little red riding hood, um, walked, and walked, eh, she saw eh, a.....(pause) wolf.

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Facilitator: Good, anymore? (pause) good.

John: The wolf said: "Ah, he, ah, little kid, you, you...where are you going?" Little red riding hood said: "Ah, hello, I am going to my Grandma. She is sick, so I am sending some food to her." Little, big wolf said: "Oh, that... many flowers there, you can give her...you can give her flowers." Little red riding hood, "Ah, that is beautiful flowers, I want to pick."

Mark: Eh, little red riding hood, eh, picked many flowers, and the wolf, um, pretended to be little red riding hood and went, um, to Grandma's house.

Facilitator: Very good.

John: It then, after it got to Grandma's house, it, it, um, it said: "Grandma, I came back. I want, I want to give you food." Grandma said: "Ah, ah, you can come in, little red riding hood." The big wolf came in and ate Grandma when it saw her. It, it put Grandma's clothes on itself.

Mark: And it, and it, um, sat on the bed, uh and wait for little red riding hood.

John: Little red riding hood arrived at her Grandma's home, and she said: "Grandma, I am coming. May I come in?" "Um, um, the big wolf said: "Come in, little red riding hood, I am very hungry. I cannot... um can... can see you... can see you."

Facilitator: OK, here, Mark.

Mark: Little red riding hood asked, um: "Grandma, why do you have really big ears?" "Be...uh, because, so I can hear better." "Grandma, why do you have really big nose?" "Because, I can smell better." "Um, uh, Grandma, why do you have really big mouth?" "So I can eat you."

John: So, little red riding hood said: "Ah, you are not Grandma, you are that big wolf. I saw it." The little red riding hood wanted to run, but she cannot, because she is scared.

Mark: Uh, uh, the wolf ate the little red riding hood, uh, and sleep.

John: Um, there was that, um, I, there was that, um, tree, um, there was a man and his dog. He saw, he was going to that Grandma's home. He, um, said: "Ah, hello." But no, bu... but he saw a big wolf. He then entered, he saw that wolf there. He then, um, that old Grandma's bed. He said: "I am going to kill you, big wolf."

Mark: So, uh, uh, that man killed the big wolf, and little, uh, red riding hood and her Grandma then uh..... (pause)

John: Little red riding hood thanked that man, and that Grandma then thanked him. Grandma said: "Little red riding hood, thanks for sending me so much food to eat." You, you, people, uh you, her Grandma said, Grandma asked that man, "Do you want to eat with us?" He said "OK." Then they had a meal, and little red riding hood then XXX (use native language).

**Language Sample 5**

**Context:** This is an example transcribed from a performance task previously collected in connection with another assessment project. The students had been in a Chinese immersion program for six years.

**Assessment Task:** The language sample below is from a “Debate” task in which the facilitator asked two students at a time to defend their opinions in the target language (see Component 1 for a description of this activity). The facilitator pretended to be the principal and he prepared three new rules that he was going to issue. He recounted the three rules and asked the students to choose one rule and defend why or why not that rule was a good one.

**Performance Level:** This is an interpersonal speaking activity and the student performance level is Intermediate High.

- Facilitator: I’ve decided there’s going to be some new rules around here. And I’m going to tell you what the rules are, and you are going to each pick one, and tell me why, if it’s a good rule or a bad rule, and give me two or three reasons why it’s a good rule or a bad rule. So, the rules are: #1, No calculators will be allowed in math class; or #2, All students must attend a summer school session. (Pause) So, which rule would you like to talk about?
- Belinda\*: Ah, Not using calculators [Rule #1].
- Amy\*: Ah, The summer school one [Rule #2].
- Facilitator: Alright, great! So, I’ll help you. I’ll go first. Role play: “I hear you want to talk to me about some of my new rules. So, tell me what you think of them.”
- Belinda: I think the calculator, uh, that we’re not allowed to use calculators in math class is good because if you don’t know, you have to figure it out your way instead of doing it the easy way. Use your head to like multiply or sum or divide or maybe ask for help but instead of doing it the easy way. Uh, like just press some numbers and then solve the problem, that’s the easy way, and it’s not fair because you’re not doing your best, and I think you come to school to do your best and to work and try to get good grades.
- Facilitator: Uh-huh.
- Belinda: And that’s why I think, um, not using calculators in school is not good. It’s not fair.
- Facilitator: Ok. Excellent. Great ideas.
- Amy: What was, what was the second one about summer school?
- Facilitator: Yes, All students must attend a summer school session.
- Amy: I think it’s unfair because sometimes like, it, it’s kind of fair because they learn more, but no, not all should attend because some will have to go to another place or they don’t want to go to school...
- Facilitator: Uh-huh.
- Amy: ... summer school and this, and for the summer school, summer is when they have, they have, they need to have fun also, the school is over.

\*All names, and locations have been fictionalized.

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Facilitator: Uh-huh. What do you think would happen if I decided this is the rule we're going to have?

Amy: I would think it's really unfair.

Facilitator: Yeah? How about you, Belinda? What do you think would happen?

Belinda: Uh, unfair. It would be unfair because uh we study through almost the entire school year, like it would be good to have a break, and like have fun, like with your friends because they might go to other school.

Facilitator: Uh-huh.

Belinda: Or something like that. So, if like you go to school during that time, you will always have school, so like spring break wouldn't make any sense. I mean summer break wouldn't make any sense.