

# Foreign Language Skills Competition 2009

## Basic Description of the Foreign Language Skills Contest

### Component 1

As in previous years, there will be a Reading Comprehension test. Students at each level of each language will be assigned one classroom or group of classrooms where they will be allowed 45 minutes to complete it. This additional time is to allow component 2 to take place simultaneously.

### Component 2

There will no longer be a Listening Comprehension component. Instead, successive pairs of students will be asked to turn over any unfinished Reading Comprehension tests and come to an adjacent room where they will act out 1 of 4 possible situations which we have selected from the *Oregon Benchmark IV Practice Situations* published by COFLT in September, 2000.

The 4 situations we have selected for each level of our 3 contest languages are as follows.

#### French :

Level 1—Situations 24, 25, 26, 47

Level 3—Situations 7, 20, 27, 28

Level 2—Situations 2, 4, 22, 80

Level 4—Situations 1, 3, 45, 48

#### German :

Level 1—Situations 24, 25, 26, 63

Level 3—Situations 31, 57, 97, 101

Level 2—Situations 47, 60, 71, 80

Level 4—Situations 23, 59, 73, 93

#### Spanish :

Level 1—Situations 24, 25, 26, 63

Level 3—Situations 1, 8, 15, 31

Level 2—Situations 20, 80, 82, 87

Level 4—Situations 3, 18, 48, 81

**(Please note: In situations referring to an “interviewer” you should substitute the word “partner”.)**

In each “situation room” will be a moderator who is an educated native speaker and/or teacher of the target language. There will also be a technician making a video recording of each performance. It is critical that the students act out their situations in 5 minutes or less so that we can get through all the contestants. After each language is finished, the 4 skit moderators will meet, review the videos, and forward the names of the first, second, and third place winners to the Skills Contest coordinators who will publish the results.

The evaluation of performances will be based on the following.

Levels 1 and 2 (same as the Scoring Guide for the CIM, Novice High)

Vocabulary: Uses at least 10 vocabulary words related to topic and enough support vocabulary/cultural fillers to maintain a conversation

Content: Carries out the situation

Structure: Complete sentences with s/v agreement more than half the time

Precision: Errors do not interfere with communication

Questions: Asks at least three questions related to topic

Fluency: Comprehensible with reasonable wait time

Levels 3 and 4 (same as the Scoring Guide for the CIM, Intermediate Low)

Vocabulary: Uses at least 20 vocabulary words related to topic and enough support vocabulary/cultural fillers to maintain a conversation

Content: Carries out the situation

Structure: Complete sentences with s/v agreement in present time

Precision: Errors do not interfere with communication

Questions: Asks at least three conversation extending questions related to topic

Fluency: Comprehensible with reasonable wait time

Since these were designed as minimal criteria for assessing students with Benchmark Level III or IV proficiency, they will be used by our judges only as guidelines for things to look for and as minimal requirements to screen for top candidates. Naturally the top performances will exceed these levels. Once these top performances have been identified, the panels will judge according to such factors as verisimilitude, creativity and cultural appropriateness.

We will strive to find judges who are unfamiliar with any of your students and who will agree to recuse themselves in cases where they do know someone.

If you need a copy of the *Practice Situations* or any other information about the workings of the Foreign Language Skills Contest please contact

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