

DOCUMENT RESUME

ED 383 225

FL 023 071

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 TITLE Level I Oral Assessment Kit & Mid-Year Check List. Draft.  
 INSTITUTION Columbus Public Schools, Ohio.  
 PUB DATE Sep 91  
 NOTE 50p.; For Levels II and III, see FL 023 072.  
 AVAILABLE FROM Columbus Public Schools, Foreign Languages/ESL, 52 Starling St., Columbus, OH 43215 (\$30; make check payable to Columbus Public Schools).  
 PUB TYPE Tests/Evaluation Instruments (160) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC02 Plus Postage.  
 DESCRIPTORS Check Lists; Elementary Secondary Education; French; \*Introductory Courses; Language Proficiency; \*Language Tests; \*Scoring; Second Language Instruction; Second Languages; Spanish; \*Speech Skills; \*Student Evaluation; \*Verbal Tests  
 IDENTIFIERS Columbus Public Schools OH

ABSTRACT

The assessment packet presented is a draft of a test designed for use with beginning level students of a second/foreign language in the Columbus (Ohio) public schools. It focuses on speaking skills and attempts to test only what students can be expected to say, realistically. The packet consists of: nine mini-tests for use at regular intervals throughout the academic year; a year-end speaking test; a scale for evaluating student performance; mid-year skills checklists for both teachers and students, for both French and Spanish, to be administered in January as an index of student progress and a placement aid; and a comprehensive student evaluation form to be submitted at the end of the school year. An introductory section outlines some specific strategies for test administration and checklist use. (MSE)

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ED 383 225

*Foreign Language & ESL Department*

**DRAFT**

**LEVEL I ORAL ASSESSMENT KIT**

**&**

**MID-YEAR CHECK LIST**

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*September 25-6, 1991*

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## *Introduction*

The main focus of Level I foreign language instruction is the development of listening and speaking skills. Students enroll in foreign language classes primarily to learn how to speak the language. When we give only paper and pencil tests, the message to the students is that speaking is not important. Oral tests not only give credence to speaking, but also provide for individual differences.

## *Materials*

In order to facilitate the testing of speaking skills, we are providing you with a kit in *draft form* of the test that we would like to include as an integral part of Level I foreign language classes in Columbus Public Schools. This kit contains:

- 9 mini-tests for use at regular intervals throughout the school year.
- A year-end speaking test.
- A scale for evaluating student performance on these tests.
- A mid-year skills check list for teachers and students, which is *to be administered in January* at the conclusion of the first semester, to provide you with an additional index of student progress and, to assist you in determining who should be recommended for Level II instruction.
- A comprehensive evaluation form to be turned in at the end of the school year, so that you will have ample opportunity to provide valuable input.

This packet of testing materials is based on the Level I objectives outlined in the Course of Study and attempts to test only what the student can realistically be expected to say. The expectations are minimal, though many of your students will be able to express much more!

## *General Guidelines for Test Administration*

The tests have been prepared in a manner which allows leeway in their administration. The basic comfort level of the student is extremely important. You will need to begin and end each testing session with the amenities you use

with your class on a daily basis. Prepare your students for these monthly tests by using similar activities and structures, but *do not* actually teach these tests. Also, it will be important not to teach new vocabulary during the testing process in order to obtain an accurate assessment of the student's "prochievement" level (what the student can say and what the students has achieved based on the Course of Study). In addition, we strongly suggest that you, the teacher, read aloud the mid-year check list with your students, adding your own examples where you feel they are needed to ensure greater student understanding of the list. This should not be a long, drawn out process; instead, *it should take no more than two half days of class time.*

### *Specific Strategies for Test Administration*

1. Test each student individually by following the instructions on the card. Be aware that this is the most time-consuming approach.
2. Test students in pairs by giving two students the same material simultaneously. The teacher may wish to consider dividing the task to be performed between the students.
3. Test students in small groups of three or four students by assigning the same materials to given groups. The teacher may wish to divide the task to be performed among the members of the group. Each member would then be responsible for some but not all of the information.

### *Suggested Scoring Procedures*

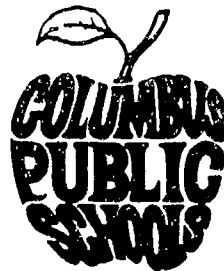
The Committee has provided you with three categories with which to rate Level I student oral production: *communication, fluency, and vocabulary*. A student is *communicating* effectively if s/he can understand what was said, can talk about the right thing, and can say something to be understood despite a couple of errors. *Fluency* refers to speech flow. Can the student generate smooth speech, or is the speech punctuated by lots of pauses, ums and uhs? *Vocabulary* refers to using words appropriate to the situation.

Before scoring their speech, be sure you have familiarized students with how their oral performance will be rated. It should *not* be a surprise. To reduce the amount of time involved in the procedure, score student speech immediately following the performance or

make a tape of the performance and score their speech production at a later time. For maximum effectiveness report the results back to your students within 24 hours of administering the test. Because of the time element involved in scoring speaking, you may wish to further reduce the categories to be rated to two, depending upon your objectives: e.g., *communication* and *vocabulary* or *fluency* and *communication*.

### *Using the Student Check List*

The check list should be administered at the beginning of the second semester or at the close of the first. In order to complete the inventory correctly, students may need to re-familiarize themselves with many areas of the check list. One way to help them complete the check list accurately is to have them read over the entire inventory silently. Then, pull out all the visuals and flash cards that were used to introduce the material. Begin with Question #1 and have students assess themselves as you review the material. Some questions will be easy, such as "identifies classroom objects, articles of clothing, etc." Just point to the objects or hold up the vocabulary pictures in question and ask students to count how many they know. Other areas of the check list will be more subjective, "...tell what I do every day." Help your students identify structures they should know by asking, "Can you say, 'I eat breakfast,' 'I listen to the radio, etc.?' " Regardless of the specific technique you use, proceeding through the check list together with your students will yield a more accurate assessment of what students have learned, provide reinforcement and review, and remind students of how much they have accomplished so far.



## Points to Remember

when testing speaking

Maintain student comfort by....

1. Using similar activities and structures in everyday lessons
2. Familiarizing students with how they will be rated before testing begins (no surprises)
3. Beginning each test with a greeting or introduction that is also part of your class routine
4. Ending each test with a culturally appropriate and familiar leave-taking that is also part of your class routine
5. Reading the instructions together, out loud with the student(s) to be tested
6. Identifying *in English* the items contained in any visuals being used
7. Scoring and reporting the results of the test immediately

# A

## The School Store

COS Objectives:

- Names classroom objects
- Uses numbers
- Identifies colors
- Uses expressions of politeness

Teacher:

- 1) Make available to the student a set of classroom objects in a box -- pencils, paper, pen, eraser, ruler, notebook, etc. -- or the accompanying visuals.
- 2) Read the following card together with the student(s).
- 3) You will be looking for minimal responses on this test. Complete sentences are *not* necessary.

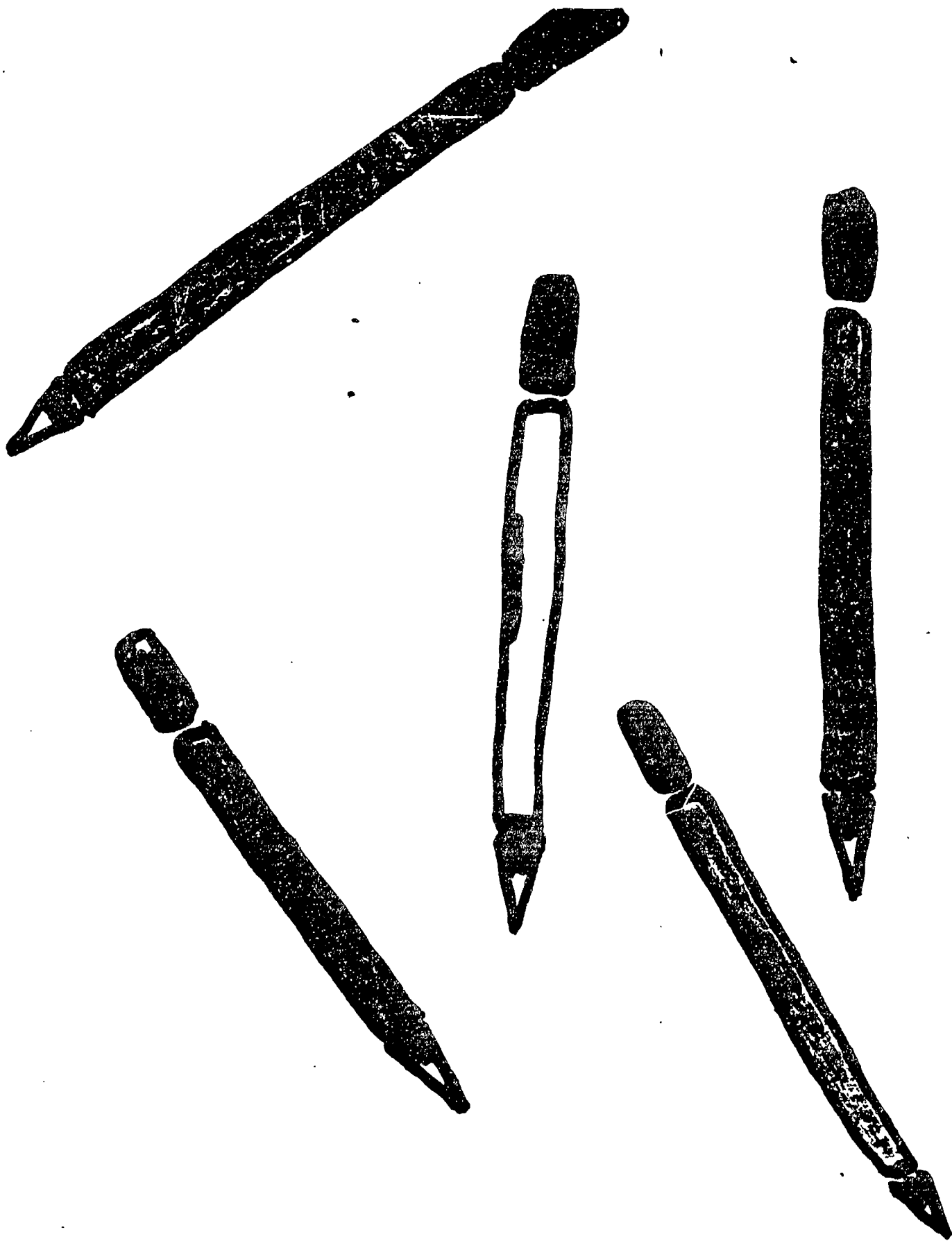
# A

## The School Store

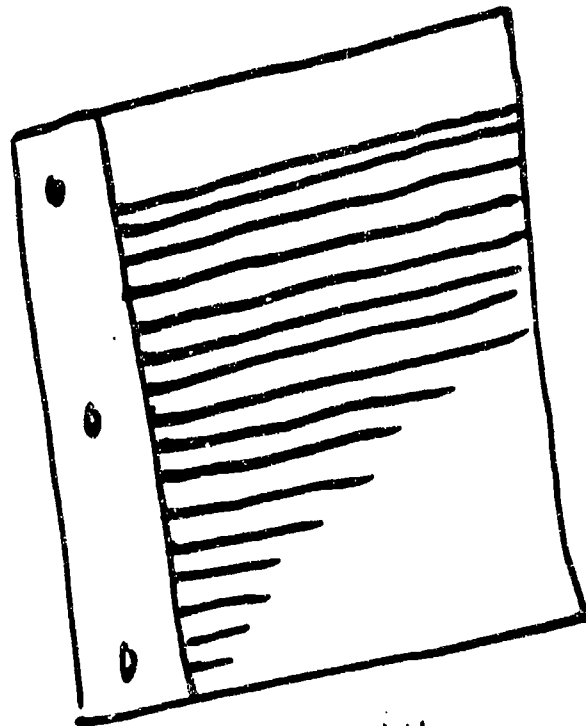
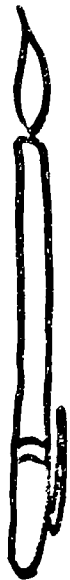
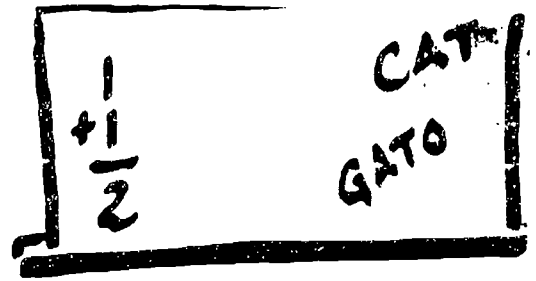
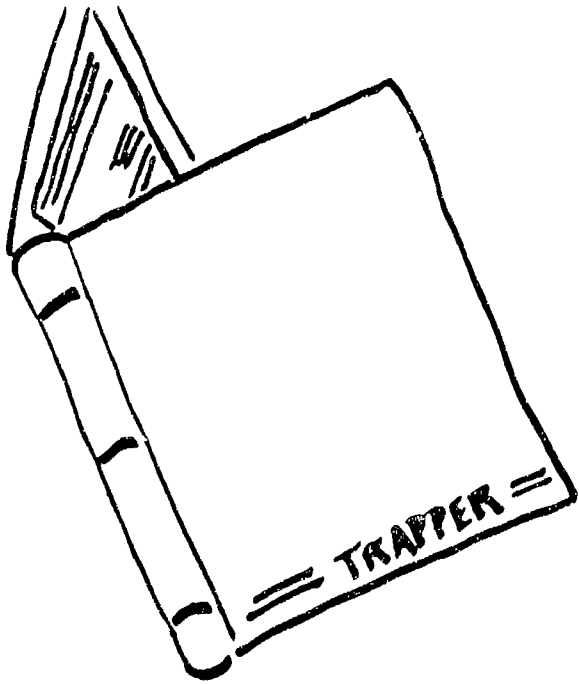
Imagine that you need to buy five items at the school store. Using the objects in the box, tell me which items you wish to buy. Don't forget to greet me, tell me how many and what colors you want, and say goodbye.

8





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# B

## The Bedroom

COS Objectives:

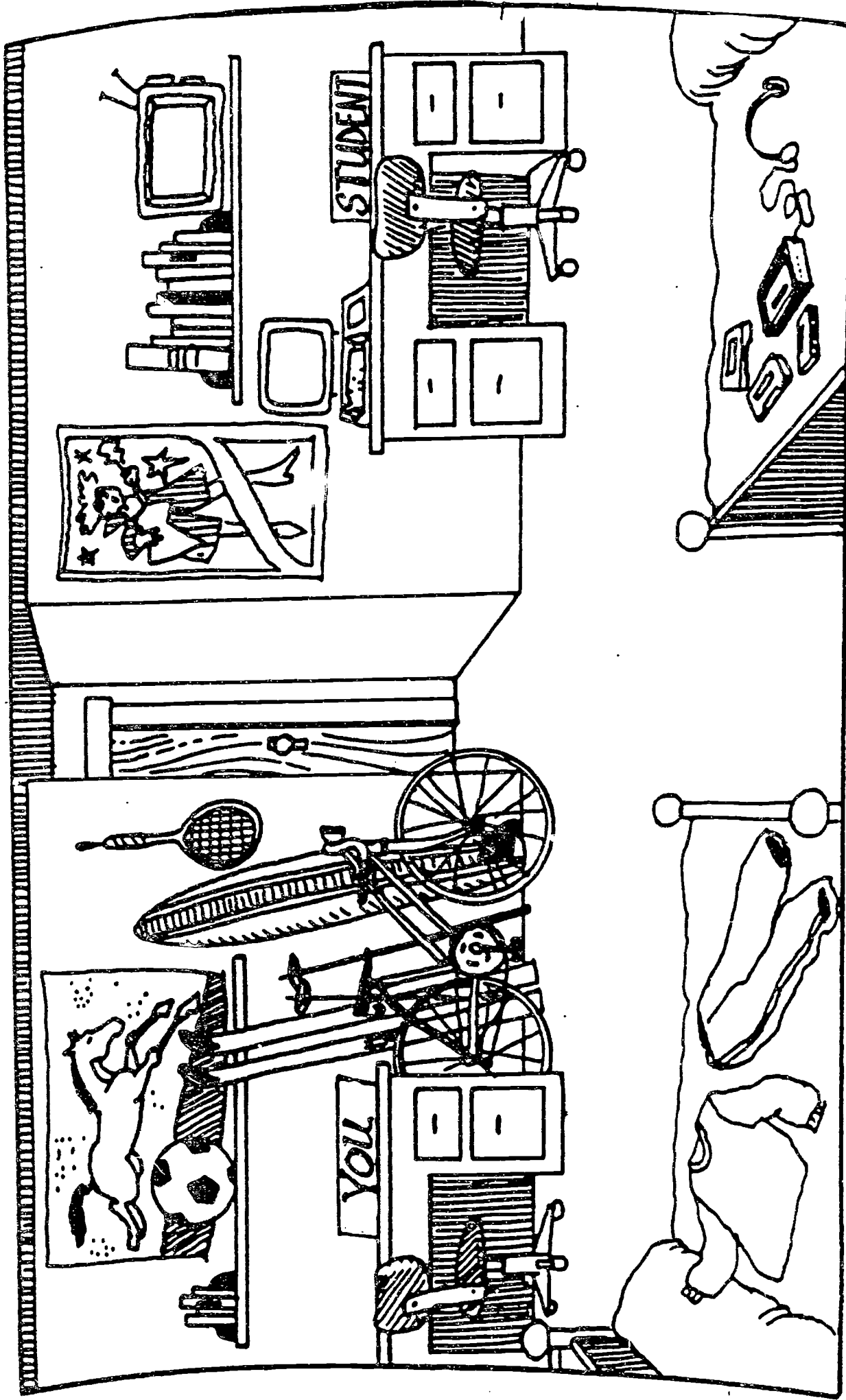
- Communicates likes and dislikes
- Uses common verbs in present tense
- Composes simple sentences with minimal errors

- Teacher:
- 1) Show the picture to the student and identify every object depicted--in English--with the student so that there are no misunderstandings.
  - 2) Read the following card together with the student(s).
  - 3) The side of the visual marked "You" is for your student; the side marked "Student" belongs to the roommate.

# B

## The Bedroom

Imagine that you are sharing a room with a foreign student and you realize that the two of you are very different. Using the picture as a guide, tell something that *you like and don't like about the room*. Then, tell something that *your roommate likes and doesn't like*.



#C

## Daily Routine

COS Objectives:

- Describes daily routine

Teacher:

- 1) Spread out the enclosed cartoon pictures in sequence so that they are all visible to the student. The pictures represent Niki's normal day during the school year.
- 2) Be sure to describe to the student in English what Niki is doing in each picture so that there will be no misunderstandings.
- 3) Read the card with the student(s).

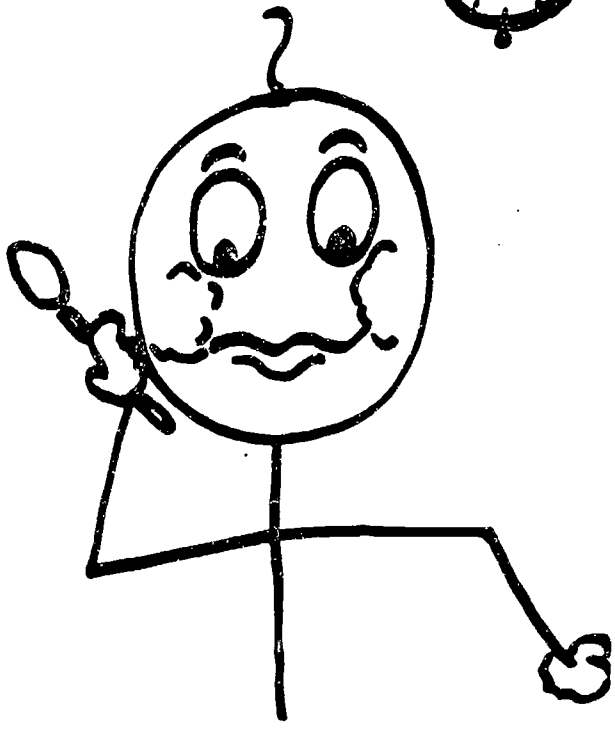
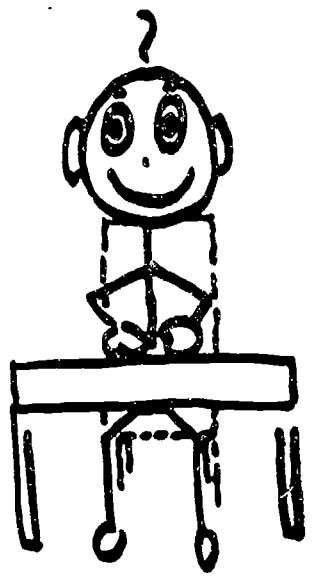
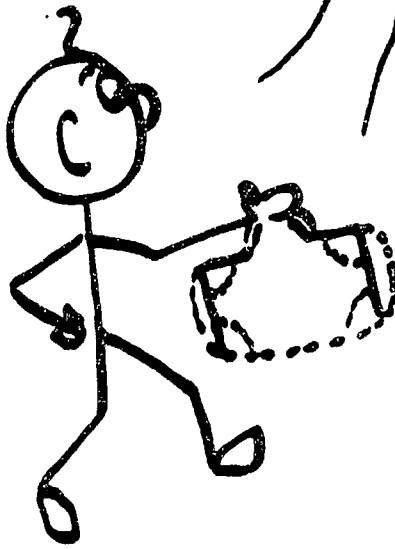
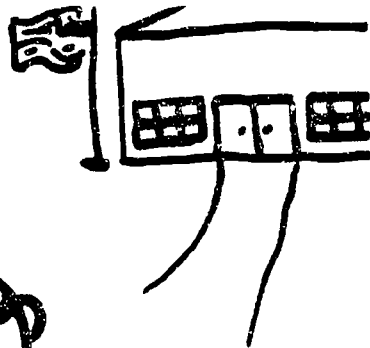
#C

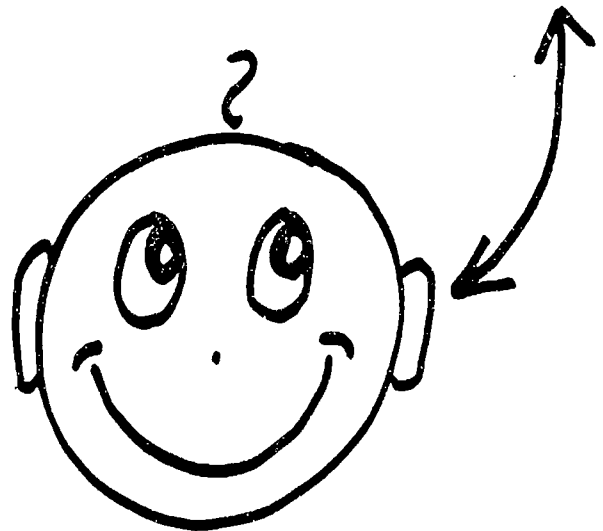
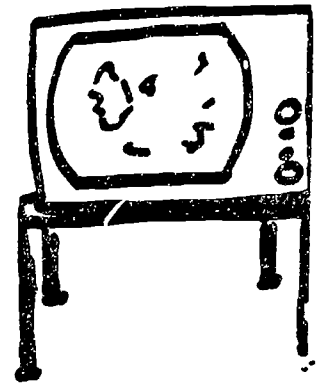
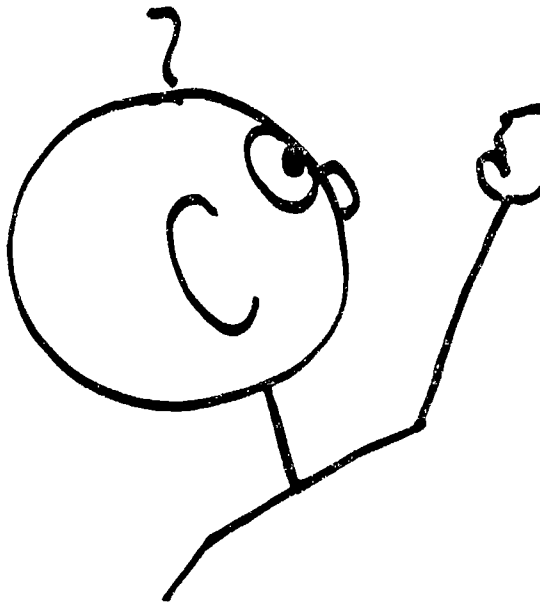
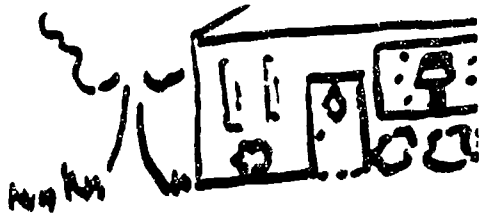
## Daily Routine

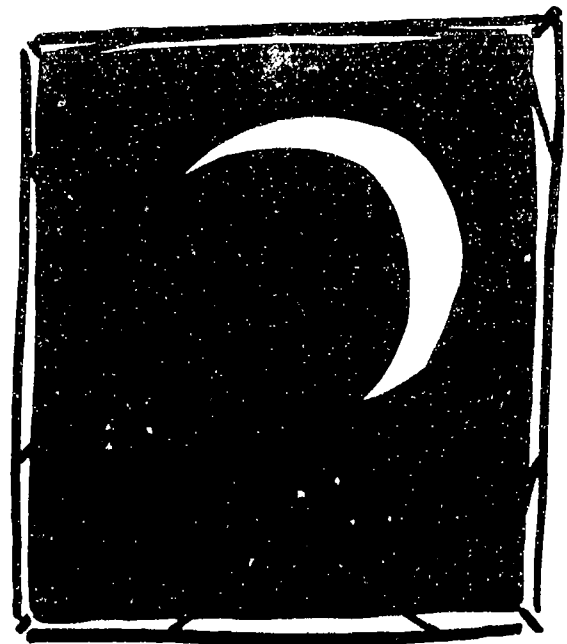
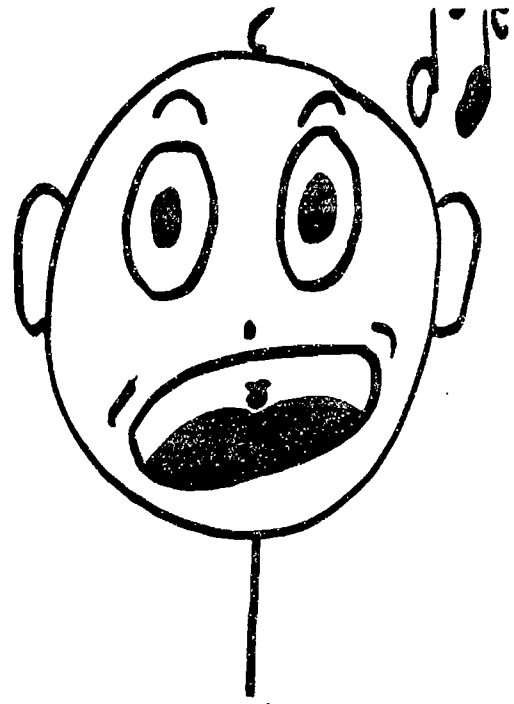
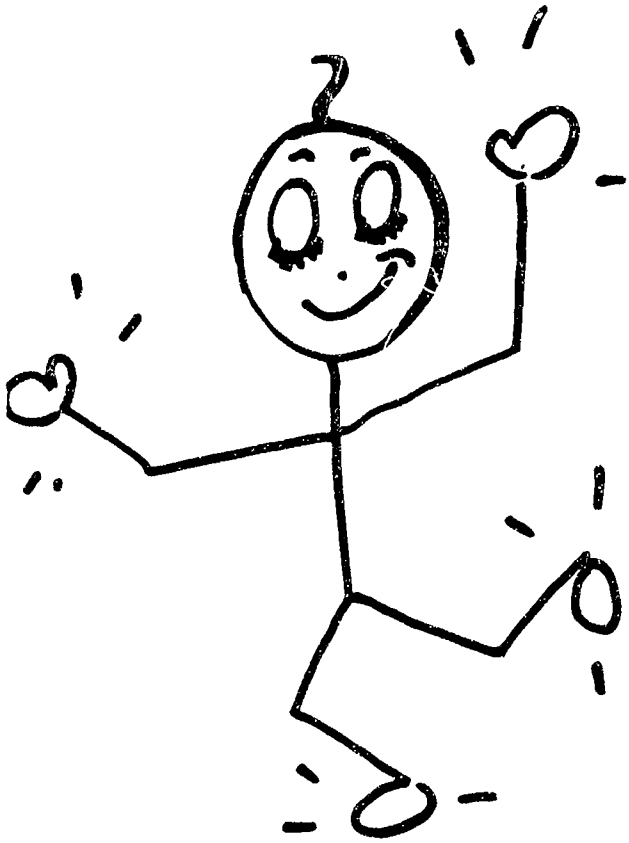
The pictures show you what Niki does during his day. I would like to know what you do. Use the pictures as a guide to help you tell me four things you do during your day.

**Note:** Activities *not* pictured are also acceptable.

\*  
~~~~~  
\*









## #D

## What would you say if...?

COS Objectives:

- Describes the weather
- Composes simple sentences
- Uses some common verbs in the present tense

Teacher: 1) Read the card with the student(s).  
 2) Please note that a variety of responses is acceptable.

## #D

*Directions:* Respond to any three of the following situations.

### What would you say if...?

1. a friend asks you to go swimming? You don't like to swim.
2. your little brother, who hasn't looked outside yet, asks you what the weather is like because he wants to play basketball?
3. you are playing tennis and it's 90°?
4. someone asks you which sports you like to play?
5. you are playing outside, the temperature suddenly drops, and you do not have a coat?
6. you are asked to give a morning weather report to the school over the P.A. system?

## Interview

### COS Objectives:

- Uses greetings
- Answers simple questions
- Conveys likes and dislikes

- Teacher:
- 1) Tell the student to imagine that you are a foreign writer or journalist and that you are going to interview the student.
  - 2) Then, read the interview card together with the student(s).

#E

### Interview

Imagine a writer wants to interview you for a foreign magazine because you are the teen winner of the Star Search Music Contest. Answer the questions to the best of your ability.

### Questions:

- |                                       |                                                     |                                       |
|---------------------------------------|-----------------------------------------------------|---------------------------------------|
| 1. Buenos días,                       | 1. Bonjour.                                         | 1. Good morning.                      |
| 2. ¿Qué clase de música te gusta?     | 2. Quelle sorte de musique est-ce que tu aimes?     | 2. What kind of music do you like?    |
| 3. ¿Quién es tu vocalista favorito?   | 3. Qui est ton chanteur ou ta chanteuse préféré(e)? | 3. Who is your favorite singer?       |
| 4. ¿Qué grupo te gusta más?           | 4. Quel groupe est-ce que tu préfères?              | 4. Which group do you like the most?  |
| 5. ¿Qué grupo no te gusta?            | 5. Quel groupe est-ce que tu détestes?              | 5. Which group do you dislike?        |
| 6. ¿Quieres ser muy famoso algún día? | 6. Tu désires être très célèbre un jour?            | 6. Do you want to be famous some day? |

#F

### Role Reversal

COS Objective: • Asks simple questions

Teacher: 1) In this situation you will be interviewed by the student.

2) Read the card together with the student(s).

#F

### Role Reversal

Imagine you are going to interview your foreign language teacher in the target language for the school newspaper. From the list below, ask four questions. Don't forget to address your teacher formally with *usted*, *vous*, etc.

Find out....

- his/her age
- where s/he lives
- if s/he likes to work in the school
- what music s/he prefers
- if s/he likes sports
- if s/he likes movies
- what s/he likes to do with his/her free time
- something else you would like to know

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#G

## Tossed Salad

COS Objectives:

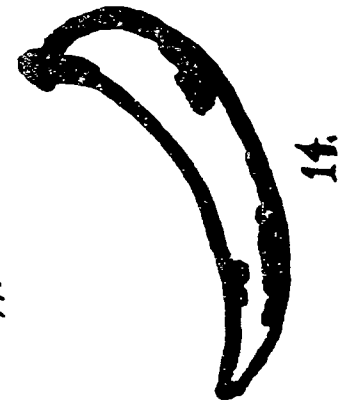
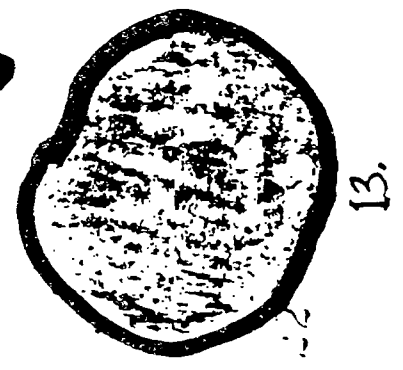
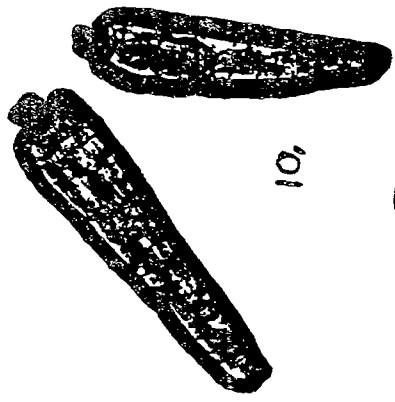
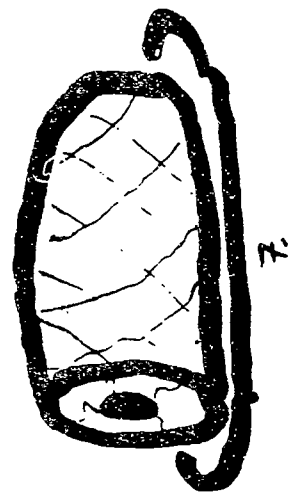
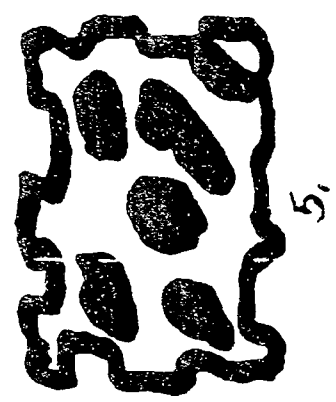
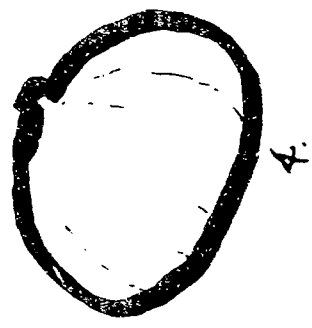
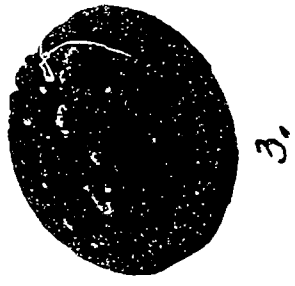
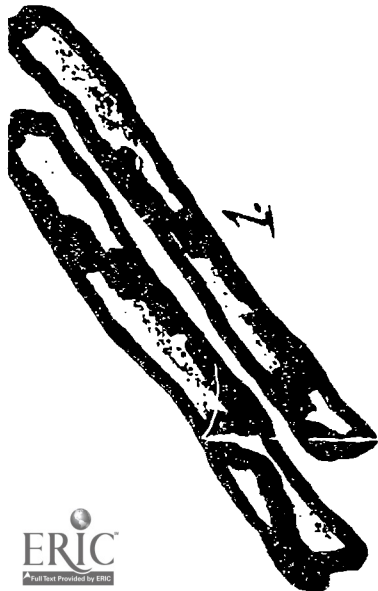
- Identifies food items

- Teacher:
- 1) Use accompanying food visuals or your own.
  - 2) Be sure to identify each of the items in Engl. with your student(s) before starting the test.
  - 3) Read the card together with the student(s).

#G

## Tossed Salad

Imagine that you have been given the task of preparing the salad for a family reunion. Using the pictures as a guide, tell which five items you want to include in the salad. Remember, food items not shown cannot be mentioned because you do not have them on hand in your kitchen.



#H

## What Would You Wear?

COS Objectives:

- Identifies articles of clothing

Teacher: 1) Give the appropriate visual to the student and review the articles of clothing in English with your students to avoid misunderstandings.  
2) Read the card together with your student(s).

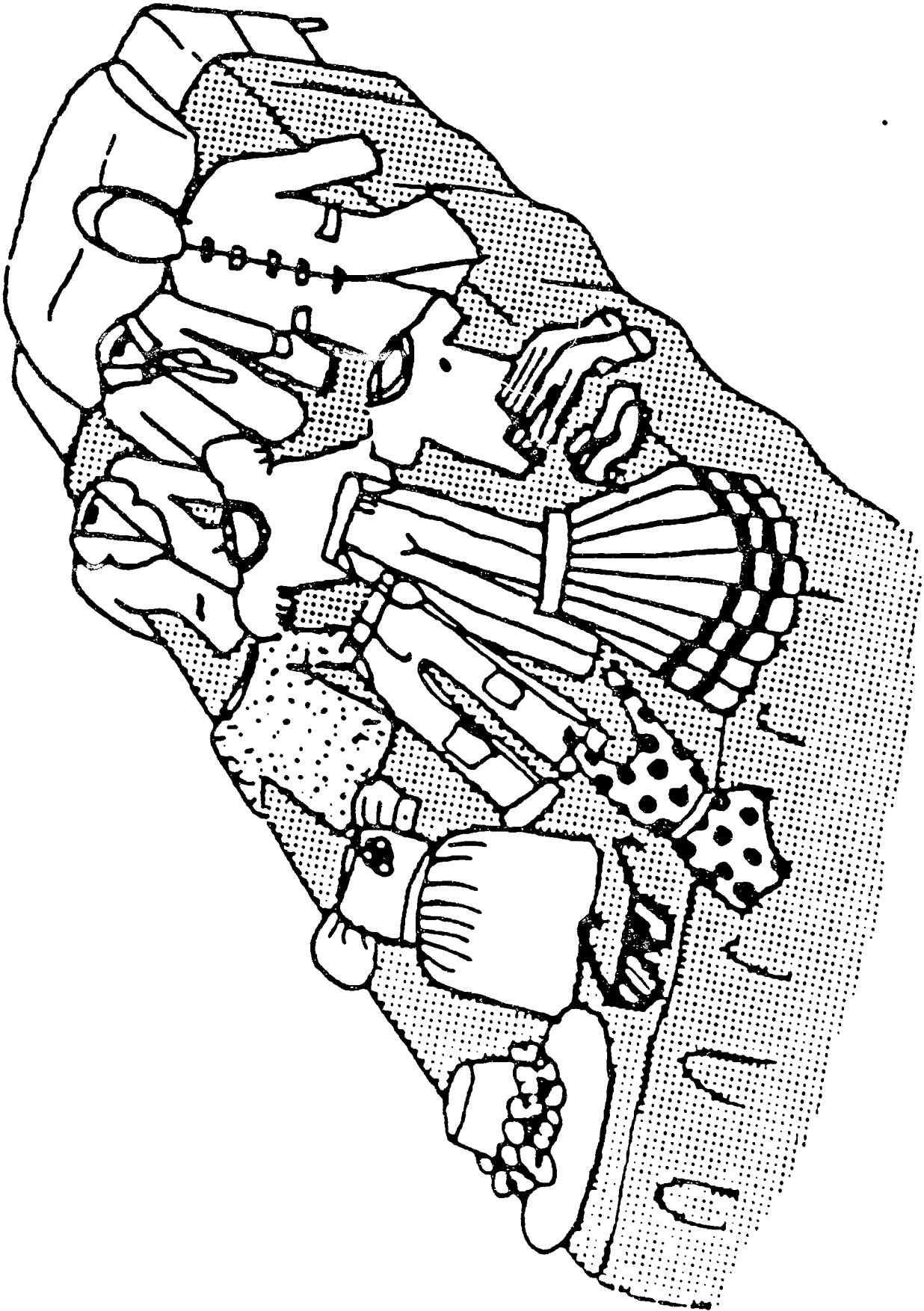
#H

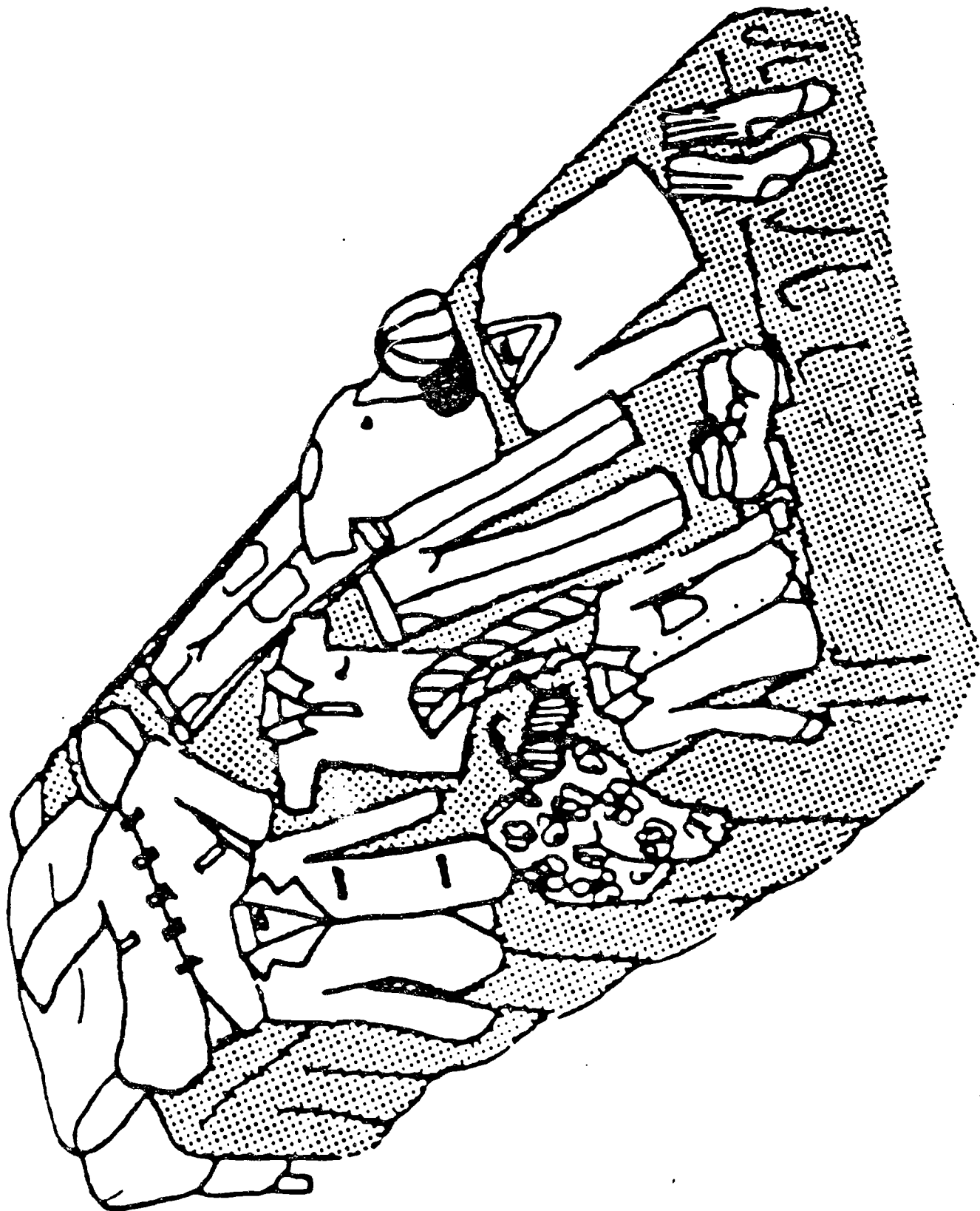
## What would you wear?

Use the picture to help you tell one item you might wear in each of four of the following situations. Do not use any item more than once.

Imagine you are going....

- swimming
- to a nice restaurant
- to school
- to play tennis
- for a run in the snow
- for a walk in the rain







#I

### A Difference of Opinion

COS Objectives:

- Uses negatives with minimal errors
- Uses greetings and leave-takings
- Answers simple questions

- Teacher:
- 1) You are to play the role of someone whose friend (the student) is in a bad mood and disagrees with everything you say.
  - 2) Be sure to read the card with the student(s) before starting the test.
  - 3) The teacher's role is on the following page.

#I

### A Difference of Opinion

Imagine you are feeling a bit argumentative today.  
Your best friend tries holding a simple conversation with you, but *you disagree* with everything s/he says.

For the teacher:

Salut! Ça va?

—

¡Hola! ¿Qué tal?

—

Hi! How are you?

—

Il fait très beau  
aujourd'hui!

—

¡Hace muy buen tiempo  
hoy!

—

It's a nice day today!

—

J'adore la classe de  
français. Et toi?

—

Me encanta la clases de  
español. ¿Y tú?

—

I love \_\_\_ class, don't  
you?

—

Mais tu parles bien  
français!

—

¡Pero tú hablas español  
muy bien!

—

But you speak \_\_\_ so  
well!

—

Regarde! Voilà Marc/  
Chantal! Il/Elle est  
irrésistible.

—

¡Mira! Allí está  
Carlos/Juanita. El/Ella  
es muy guapo/guapa.

—

Look! There's \_\_\_\_.  
S/he is very good  
looking!

—

Tu es embêtant(e)!

Au revoir!  
\_\_\_!

¡Tú eres imposible!

¡Adiós!

\_\_\_!

You are impossible!

Goodbye!

\_\_\_!

#J

**End-of-the-Year Survey**

Objective: • To test a sample of the entire range of Level I COS objectives deemed "producible."

Teacher: Students will be asked to obtain information on three other students.

Step 1 Divide the class into groups of four students each. If you have a group of three, fill in as the fourth person. If there is a group of two, assign those students to other groups to make two groups of five.

Step 2 Distribute instructions, chart, and questions to the students.

Step 3 Read the instructions together with the students.

Step 4 Have each student fill out the grid for him/herself.

Step 5 Set a time limit of 4-5 minutes and allow each student to interview one of the other students within the group. All students within the group must listen and fill in the grid with the responses of the particular student being interviewed.

Ex.  $A > B$

$D < C$

Step 6 Ask each student whom she has interviewed. Choose one of the names mentioned by the student and give the student the opportunity to tell as much as possible about that person based on the interview sheet.\*

\*Note: The entire class can be listening during this part of the activity.

#J1

## End-of-the-Year Survey

Imagine that you are participating in a social studies class on a foreign exchange program. Part of your assignment is to conduct a survey to practice "polling" techniques. Conduct your survey by following these instructions.

- 1) Read the five questions below and fill in the top line of the chart with your name and your answers to the questions.
- 2) Using the questions on the chart below, complete the chart by...
  - a. interviewing one the classmates in your group.
  - b. recording his/her responses.
  - c. listening to the responses of the other members of your group as they are interviewed and recording their responses on your chart.
- 3) After you have finished, your teacher will ask you to tell as much as you can about one of the classmates in your group. Use the information you have written down to help you. Don't forget to to use complete sentences.

### Questions

1. Quel âge as-tu?
2. Quel programme de télévision préfères-tu regarder?
3. Quelle classe est-ce que tu préfères?
4. Quelles sont tes activités préférées?
5. Quelle est ta boisson préférée?

#J2

## End-of-the-Year Survey

Imagine that you are participating in a social studies class on a foreign exchange program. Part of your assignment is to conduct a survey to practice "polling" techniques. Conduct your survey by following these instructions.

- 1) Read the five questions below and fill in the top line of the chart with your name and your answers to the questions.
- 2) Using the questions on the chart below, complete the chart by...
  - a. interviewing one the classmates in your group.
  - b. recording his/her responses.
  - c. listening to the responses of the other memebers of your group as they are interviewed and recording their responses on your chart.
- 3) After you have finished, your teacher will ask you to tell as much as you can about one of the classmates in your group. Use the information you have written down to help you. Don't forget to to use complete sentences.

### Questions

1. ¿Cuántos años tienes?
2. ¿Qué programa de televisión prefieres mirar?
3. ¿Cuál es tu clase preferida?
4. ¿Cuáles son tus actividades favoritas?
5. ¿Qué te gusta beber?

#J3

## End-of-the-Year Survey

Imagine that you are participating in a social studies class on a foreign exchange program. Part of your assignment is to conduct a survey to practice "polling" techniques. Conduct your survey by following these instructions.

- 1) Read the five questions below and fill in the top line of the chart with your name and your answers to the questions.
- 2) Using the questions on the chart below, complete the chart by...
  - a. interviewing one the classmates in your group.
  - b. recording his/her responses.
  - c. listening to the responses of the other members of your group as they are interviewed and recording their responses on your chart.
- 3) After you have finished, your teacher will ask you to tell as much as you can about one of the classmates in your group. Use the information you have written down to help you. Don't forget to to use complete sentences.

### Questions

1. How old are you?
2. What is your favorite TV program?
3. What is your favorite class?
4. What are your favorite activities (hobbies)?
5. What do you like to drink?

## Survey/Interview Chart

### End-of-the-Year Survey

| Name     | Age   | TV Program | Class | Activities | Drink |
|----------|-------|------------|-------|------------|-------|
| 1. _____ | _____ | _____      | _____ | _____      | _____ |
| 2. _____ | _____ | _____      | _____ | _____      | _____ |
| 3. _____ | _____ | _____      | _____ | _____      | _____ |
| 4. _____ | _____ | _____      | _____ | _____      | _____ |

### End-of-the-Year Survey

| Nombre   | Edad/Años | Programa de tele | Clase | Actividades | Bebida |
|----------|-----------|------------------|-------|-------------|--------|
| 1. _____ | _____     | _____            | _____ | _____       | _____  |
| 2. _____ | _____     | _____            | _____ | _____       | _____  |
| 3. _____ | _____     | _____            | _____ | _____       | _____  |
| 4. _____ | _____     | _____            | _____ | _____       | _____  |

### End-of-the-Year Survey

| Nom | Age | Programme<br>de<br>télévision | Classe | Activités | Boisson |
|-----|-----|-------------------------------|--------|-----------|---------|
|-----|-----|-------------------------------|--------|-----------|---------|

|    |       |       |       |       |       |
|----|-------|-------|-------|-------|-------|
| 1. | _____ | _____ | _____ | _____ | _____ |
| 2. | _____ | _____ | _____ | _____ | _____ |
| 3. | _____ | _____ | _____ | _____ | _____ |
| 4. | _____ | _____ | _____ | _____ | _____ |



# Score Sheet

- Teacher:
- 1) Be sure to review with your students how they will be rated before administering the test by going over this score sheet with them.
  - 2) The questions on the score card are directed to the student so s/he will understand how the performance has been rated.

| NAME _____                                                                                                                                             | PERIOD _____ | SCORE _____ | GRADE _____ |           |           |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------------|-------------|-----------|-----------|-----------|
| DATE _____                                                                                                                                             | TEST# _____  |             |             |           |           |           |
|                                                                                                                                                        | (100)<br>A+  | (90)<br>A   | (80)<br>B   | (70)<br>C | (60)<br>D | (50)<br>F |
| COMMUNICATION (Did you understand what was said to you? Are you talking about the right thing? Can you say something to be understood despite errors?) | 50           | 46          | 42          | 38        | 34        | 30        |
| FLUENCY (Did your speech flow or did you hesitate?)                                                                                                    | 20           | 18          | 16          | 14        | 12        | 10        |
| VOCABULARY (Did you use the appropriate words?)                                                                                                        | 30           | 26          | 22          | 18        | 14        | 10        |
| NOTES:                                                                                                                                                 |              |             |             |           |           |           |

SUGGESTED INTERPRETATION: Very Successful (100-80)  
 Successful ( 79-62)  
 Little Success ( 61-50)

Source: Adapted from González Pino, Barbara. "Testing Second Language Speaking: Practical Approaches To Oral Testing in Large Classes." *Northeast Conference Newsletter 24* , 1988: pp. 14 -16.



**TEACHER MID-YEAR CHECK LIST/FRENCH**

Student \_\_\_\_\_

Teacher \_\_\_\_\_

School \_\_\_\_\_

| The student can...                                                                               | CHECK ONE      |                  |               |
|--------------------------------------------------------------------------------------------------|----------------|------------------|---------------|
|                                                                                                  | <u>Usually</u> | <u>Sometimes</u> | <u>Rarely</u> |
| 1. use appropriate greetings and leave-takings.                                                  | _____          | _____            | _____         |
| 2. name people and things such as:                                                               |                |                  |               |
| classroom objects                                                                                | _____          | _____            | _____         |
| family members                                                                                   | _____          | _____            | _____         |
| food items & meals                                                                               | _____          | _____            | _____         |
| school subjects                                                                                  | _____          | _____            | _____         |
| sports and activities                                                                            | _____          | _____            | _____         |
| 3. communicate likes and dislikes.                                                               | _____          | _____            | _____         |
| 4. ask and answer simple questions.                                                              | _____          | _____            | _____         |
| 5. tell the time                                                                                 | _____          | _____            | _____         |
| ask the time                                                                                     | _____          | _____            | _____         |
| understand basic time statements                                                                 | _____          | _____            | _____         |
| 6. describe the weather.                                                                         | _____          | _____            | _____         |
| 7. ask and tell how many using #'s 0-31.                                                         | _____          | _____            | _____         |
| #'s 0-100.                                                                                       | _____          | _____            | _____         |
| 8. ask and tell the day and date.                                                                | _____          | _____            | _____         |
| 9. describe personal possessions and family members using <u>mon.</u> , <u>ma.</u> , <u>mes.</u> | _____          | _____            | _____         |

|                                                                                     | <u>Usually</u> | <u>Sometimes</u> | <u>Rarely</u> |
|-------------------------------------------------------------------------------------|----------------|------------------|---------------|
| 10. describe daily activities                                                       | _____          | _____            | _____         |
| 11. talk about going places.                                                        | _____          | _____            | _____         |
| 12. express wants (using <u>vouloir</u> ) or needs (using <u>avoir besoin de</u> ). | _____          | _____            | _____         |
| 13. give directions to others.                                                      | _____          | _____            | _____         |
| 14. infer the meaning of unfamiliar words using visual cues.                        | _____          | _____            | _____         |
| 15. follow classroom directions when given in French.                               | _____          | _____            | _____         |
| 16. listen for specific information.                                                | _____          | _____            | _____         |
| 17. grasp the main idea conveyed in a brief oral message.                           | _____          | _____            | _____         |
| 18. reproduce French sounds and phrases.                                            | _____          | _____            | _____         |
| 19. respond orally to a verbal or nonverbal stimulus.                               | _____          | _____            | _____         |
| 20. spell words aloud using the French alphabet.                                    | _____          | _____            | _____         |
| 21. recognize cognates.                                                             | _____          | _____            | _____         |
| 22. read graded passages about familiar topics.                                     | _____          | _____            | _____         |
| 23. write about familiar topics using vocabulary and structures previously learned. | _____          | _____            | _____         |
| 24. use command forms.                                                              | _____          | _____            | _____         |

|                                                                                                   | <u>Usually</u> | <u>Sometimes</u> | <u>Rarely</u> |
|---------------------------------------------------------------------------------------------------|----------------|------------------|---------------|
| 25. use present tense common regular and irregular verbs.                                         | _____          | _____            | _____         |
| 26. make future plans using <u>aller</u> plus infinitive                                          | _____          | _____            | _____         |
| 27. use the definite, indefinite and partitive articles in affirmative and negative sentences.    | _____          | _____            | _____         |
| 28. use the prepositions <u>a</u> and <u>de</u> in contractions.                                  | _____          | _____            | _____         |
| 29. use some common adverbs.                                                                      | _____          | _____            | _____         |
| 30. recognize many typical French names.                                                          | _____          | _____            | _____         |
| 31. identify geographical areas where French is spoken.                                           | _____          | _____            | _____         |
| 32. identify basic information about Francophone cultures.                                        | _____          | _____            | _____         |
| 33. sing simple French songs.                                                                     | _____          | _____            | _____         |
| 34. recognize the influence of the French language on the English language.                       | _____          | _____            | _____         |
| 35. demonstrate comprehension of spoken words and phrases through verbal or non-verbal responses. | _____          | _____            | _____         |
| 36. recognize acquired vocabulary in context.                                                     | _____          | _____            | _____         |
| 37. infer the meaning of unfamiliar words using clues in context.                                 | _____          | _____            | _____         |

|                                                                                   | <u>Usually</u> | <u>Sometimes</u> | <u>Rarely</u> |
|-----------------------------------------------------------------------------------|----------------|------------------|---------------|
| 38. discriminate between polite and familiar forms in greetings and interactions. | _____          | _____            | _____         |
| 39. use the correct subject pronouns.                                             | _____          | _____            | _____         |
| 40. express possession using <u>de</u> plus a noun phrase.                        | _____          | _____            | _____         |
| 41. use correct number, placement, and gender of adjectives.                      | _____          | _____            | _____         |

4 11 11

**STUDENT MID-YEAR CHECK LIST/FRENCH**

Student \_\_\_\_\_

Teacher \_\_\_\_\_

School \_\_\_\_\_

| I can ...                                                                  | CHECK ONE  |            |
|----------------------------------------------------------------------------|------------|------------|
|                                                                            | <u>Oui</u> | <u>Non</u> |
| 1. say things such as hello, goodbye,<br>see you later, thank you, etc.    | _____      | _____      |
| 2. name:                                                                   |            |            |
| classroom objects                                                          | _____      | _____      |
| family members                                                             | _____      | _____      |
| food items and meals                                                       | _____      | _____      |
| school subjects                                                            | _____      | _____      |
| sports and activities                                                      | _____      | _____      |
| 3. say what I like or don't like.                                          | _____      | _____      |
| 4. ask and answer simple questions.                                        | _____      | _____      |
| 5. ask about the time..                                                    | _____      | _____      |
| tell time.                                                                 | _____      | _____      |
| understand what time it is when someone<br>tells me the time in French.    | _____      | _____      |
| 6. tell what the weather is like.                                          | _____      | _____      |
| 7. ask and tell how many using numbers:                                    |            |            |
| 0-31                                                                       | _____      | _____      |
| 0-100                                                                      | _____      | _____      |
| 8. ask what the date is.                                                   | _____      | _____      |
| tell the date using French numbers,<br>days and months.                    | _____      | _____      |
| 9. describe people I know and things I own.                                | _____      | _____      |
| 10. talk about what I do every day.                                        | _____      | _____      |
| 11. talk about going places like the beach,<br>the supermarket, home, etc. | _____      | _____      |

|                                                                                                                         | <u>Oui</u> | <u>Non</u> |
|-------------------------------------------------------------------------------------------------------------------------|------------|------------|
| 12. talk about what I want to do.                                                                                       | _____      | _____      |
| 13. tell other people what to do using simple commands.                                                                 | _____      | _____      |
| 14. guess the meaning of words I don't know when given pictures and other cues.                                         | _____      | _____      |
| 15. understand and follow classroom directions in French.                                                               | _____      | _____      |
| 16. pick out specific information when I hear French.                                                                   | _____      | _____      |
| 17. tell someone else what I hear in French.                                                                            | _____      | _____      |
| 18. pronounce French sounds and phrases.                                                                                | _____      | _____      |
| 19. respond in French when people speak to me or show me things.                                                        | _____      | _____      |
| 20. spell words aloud using the French alphabet.                                                                        | _____      | _____      |
| 21. recognize words that are similar in English and French.                                                             | _____      | _____      |
| 22. read simple passages containing familiar words.                                                                     | _____      | _____      |
| 23. write sentences using vocabulary and structures I have learned.                                                     | _____      | _____      |
| 24. give commands.                                                                                                      | _____      | _____      |
| 25. tell what I do everyday.                                                                                            | _____      | _____      |
| 26. tell what I'm going to do.                                                                                          | _____      | _____      |
| 27. use the articles:<br>a) <u>le, l', la, les</u><br>b) <u>un, une, des</u><br>c) <u>du, de la, de l', des, de, d'</u> | _____      | _____      |
| 28. use <u>au, aux,</u> and <u>du.</u>                                                                                  | _____      | _____      |

|                                                                                                                                               | <u>Oui</u> | <u>Non</u> |
|-----------------------------------------------------------------------------------------------------------------------------------------------|------------|------------|
| 29. use <u>rarement</u> , <u>quelquefois</u> , <u>toujours</u> ,<br><u>souvent</u> , <u>beaucoup</u> .                                        | ___        | ___        |
| 30. recognize some French names.                                                                                                              | ___        | ___        |
| 31. name and identify on a map some places<br>in the world where French is spoken.                                                            | ___        | ___        |
| 32. discuss some aspects of the French-<br>speaking world.                                                                                    | ___        | ___        |
| 33. sing a simple French song.                                                                                                                | ___        | ___        |
| 34. recognize French words that are used in<br>English.                                                                                       | ___        | ___        |
| 35. show I understand what I hear in French.                                                                                                  | ___        | ___        |
| 36. understand the words I've been taught<br>when I read or hear them.                                                                        | ___        | ___        |
| 37. figure out the meaning of some unfamiliar<br>words from other words I see and hear.                                                       | ___        | ___        |
| 38. correctly use the pronouns <u>tu</u> and <u>vous</u> .                                                                                    | ___        | ___        |
| 39. use the subject pronouns <u>je</u> , <u>tu</u> , <u>il</u> , <u>elle</u> ,<br><u>nous</u> , <u>vous</u> , <u>ils</u> , and <u>elles</u> . | ___        | ___        |
| 40. show ownership using <u>de</u> + a noun.                                                                                                  | ___        | ___        |
| 41. describe people and things using words<br>like <u>petit</u> , <u>grand</u> , <u>formidable</u> , etc.<br>correctly.                       | ___        | ___        |



**TEACHER MID-YEAR CHECK LIST/SPANISH**

Student \_\_\_\_\_

Teacher \_\_\_\_\_

School \_\_\_\_\_

**The student can:**

**CIRCLE ONE**

- |                                                                              |          |           |        |
|------------------------------------------------------------------------------|----------|-----------|--------|
| 1. use common expressions.                                                   | Usually  | Sometimes | Rarely |
| 2. understand and use the alphabet (including vowel sounds.)                 | Usually  | Sometimes | Rarely |
| 3. identify school subjects and use the names of classroom objects.          | Usually. | Sometimes | Rarely |
| 4. follow classroom direction.                                               | Usually  | Sometimes | Rarely |
| 5. tell time.                                                                | Usually  | Sometimes | Rarely |
| 6. name months, days, seasons, and can tell the date (month, day, and year). | Usually  | Sometimes | Rarely |
| 7. describe the weather.                                                     | Usually  | Sometimes | Rarely |
| 8. identify colors.                                                          | Usually  | Sometimes | Rarely |
| 9. (a) count from 0-50.                                                      | Usually  | Sometimes | Rarely |
| (b) count from 0-100.                                                        | Usually  | Sometimes | Rarely |
| 10. identify articles of clothing.                                           | Usually  | Sometimes | Rarely |
| 11. name common sports and pastimes.                                         | Usually  | Sometimes | Rarely |
| 12. identify foods.                                                          | Usually  | Sometimes | Rarely |

|     |                                                                                      |         |           |        |
|-----|--------------------------------------------------------------------------------------|---------|-----------|--------|
| 13. | name some body parts.                                                                | Usually | Sometimes | Rarely |
| 14. | identify family members.                                                             | Usually | Sometimes | Rarely |
| 15. | ask questions.                                                                       | Usually | Sometimes | Rarely |
| 16. | describe common items using adjective agreement.                                     | Usually | Sometimes | Rarely |
| 17. | use idiomatic expressions.                                                           | Usually | Sometimes | Rarely |
| 18. | use negatives.                                                                       | Usually | Sometimes | Rarely |
| 19. | express ownership by the use of <u>de</u> and by the use of possessive adjectives.   | Usually | Sometimes | Rarely |
| 20. | identify city capitals in Spanish-speaking countries and can locate them on the map. | Usually | Sometimes | Rarely |
| 21. | pronounce words and sounds correctly.                                                | Usually | Sometimes | Rarely |
| 22. | answer simple questions.                                                             | Usually | Sometimes | Rarely |
| 23. | communicate likes and dislikes.                                                      | Usually | Sometimes | Rarely |
| 24. | recognize cognates.                                                                  | Usually | Sometimes | Rarely |
| 25. | spell basic vocabulary with minimal errors.                                          | Usually | Sometimes | Rarely |
| 26. | describe his/her life in present tense.                                              | Usually | Sometimes | Rarely |
| 27. | use common -ar, -er, verbs in present tense.                                         | Usually | Sometimes | Rarely |
| 28. | apply punctuation rules.                                                             | Usually | Sometimes | Rarely |

|     |                                                              |         |           |        |
|-----|--------------------------------------------------------------|---------|-----------|--------|
| 29. | use subject pronouns.                                        | Usually | Sometimes | Rarely |
| 30. | distinguish between use of definite and indefinite articles. | Usually | Sometimes | Rarely |
| 31. | recognize familiar and formal forms of verbs.                | Usually | Sometimes | Rarely |
| 32. | identify areas where Spanish is spoken.                      | Usually | Sometimes | Rarely |
| 33. | express himself/herself in future using <u>ir a</u> .        | Usually | Sometimes | Rarely |
| 34. | recognize holidays of Hispanic countries.                    | Usually | Sometimes | Rarely |
| 35. | distinguish gender of nouns.                                 | Usually | Sometimes | Rarely |
| 36. | construct plural forms.                                      | Usually | Sometimes | Rarely |

**STUDENT MID-YEAR CHECK LIST/SPANISH**

Student \_\_\_\_\_

Teacher \_\_\_\_\_

School \_\_\_\_\_

| I can....                                                                                                                                                    | CHECK ONE |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
|                                                                                                                                                              | <u>Si</u> | <u>No</u> |
| 1. use common expressions like<br><u>Hola!</u> , <u>Buenos días</u> , <u>por favor</u> , <u>adiós</u> , etc.                                                 | ___       | ___       |
| 2. understand and use the alphabet (and vowel sounds) correctly.                                                                                             | ___       | ___       |
| 3. identify school subjects, and I can use names of classroom objects like<br><u>español</u> <u>la tiza</u> <u>el lápiz</u><br><u>inglés</u> <u>la regla</u> | ___       | ___       |
| 4. follow classroom directions like <u>abran los libros</u> , <u>Siéntate</u> , etc.                                                                         | ___       | ___       |
| 5. tell time.                                                                                                                                                | ___       | ___       |
| 6. name months, days, seasons, and tell the date - month, day, and year.                                                                                     | ___       | ___       |
| 7. describe the weather like <u>hace frío</u> and <u>hace calor</u>                                                                                          | ___       | ___       |
| 8. identify colors - like <u>anaranjado</u> , <u>rojo</u> , <u>azul</u> , <u>verde</u> , etc.                                                                | ___       | ___       |
| 9. (a) count from 0 to 50<br>(b) count from 0 to 100                                                                                                         | ___       | ___       |
| 10. identify articles of clothing.                                                                                                                           | ___       | ___       |
| 11. name common sports and pastimes like<br><u>el fútbol</u> <u>jugar boliche</u><br><u>el fútbol americano</u> <u>jugar baloncesto</u>                      | ___       | ___       |
| 12. identify foods.                                                                                                                                          | ___       | ___       |
| 13. name body parts.                                                                                                                                         | ___       | ___       |

|                                                                                                                                      | <u>Si</u> | <u>No</u> |
|--------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| 14. identify family members like<br><u>la madre, el padre, la tia, el tío,</u><br><u>la prima, el primo, la abuela, el abuelo</u>    | —         | —         |
| 15. ask questions like<br><u>¿Dónde está la calle Central?</u><br><u>¿Estudia usted en casa?</u>                                     | —         | —         |
| 16. describe common items using adjective<br>agreement, etc. like<br><u>La tiza es roja.</u><br><u>La tiza roja está en la mesa.</u> | —         | —         |
| 17. use some expressions like<br><u>Tengo que ir ahora.</u><br><u>Hace frío.</u><br><u>Tengo hambre.</u>                             | —         | —         |
| 18. use negatives like <u>No estudia ahora.</u><br><u>No, no voy hasta mañana.</u>                                                   | —         | —         |
| 19. express ownership two ways like<br><u>Esto es el lápiz de Juan.</u><br>and <u>Su lápiz está en el cuarto.</u>                    | —         | —         |
| 20. identify capital cities in Spanish-speaking<br>countries and I can locate them on the map.                                       | —         | —         |
| 21. pronounce words and sounds correctly.                                                                                            | —         | —         |
| 22. answer questions like " <u>¿Cómo estás?</u> "<br><u>"¿Qué tal?,"</u> and " <u>¿Cómo te llamas?</u> "                             | —         | —         |
| 23. say what I like and don't like.                                                                                                  | —         | —         |
| 24. recognize words that are similar in<br>Spanish and English.                                                                      | —         | —         |
| 25. spell Spanish words without making too many<br>mistakes.                                                                         | —         | —         |
| 26. tell about my life and what I do every day.                                                                                      | —         | —         |
| 27. make sentences in Spanish like " <u>Voy a casa.</u> "<br>and " <u>Quiero practicar el piano.</u> "                               | —         | —         |
| 28. use the upside-down exclamation and<br>question marks, accent marks and tilde<br>(ñ), even though I make some mistakes.          | —         | —         |

|                                                                                                                                                                      | <u>Si</u> | <u>No</u> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| 29. use <u>"yo"</u> , <u>"tú"</u> , <u>"usted"</u> , etc.                                                                                                            | _____     | _____     |
| 30. tell the difference between the meanings of <u>"el"</u> , <u>"la"</u> , <u>"los"</u> , <u>"las"</u> , <u>"un"</u> , <u>"una"</u> , <u>"unos"</u> , <u>"unas"</u> | _____     | _____     |
| 31. tell the difference between <u>"tú"</u> form and <u>"usted"</u> form when I see or hear the forms. ( <u>hablas</u> , <u>habla</u> ).                             | _____     | _____     |
| 32. identify places where spanish is spoken.                                                                                                                         | _____     | _____     |
| 33. tell what I am going to do. (Voy)                                                                                                                                | _____     | _____     |
| 34. tell about some Hispanic holidays.                                                                                                                               | _____     | _____     |
| 35. tell if a word starts with <u>"el"</u> or <u>"la"</u> , even though I make some mistakes.                                                                        | _____     | _____     |
| 36. make a word plural like change <u>"la mesa"</u> to <u>"las mesas"</u> .                                                                                          | _____     | _____     |