



Sample
Articulation
Assessments

Sample Assessments

- o Winston-Salem/Forsyth Schools. Model for Final Assessment. High School Second Languages
- o Winston-Salem/Forsyth Schools. 8th Grade Exit Assessments
- o Haywood County Foreign Language Level I Checklist
- o Onslow County Eighth Grade Checklist for Exploratory Students Going to High School
- o Winston-Salem/Forsyth Schools. 5th Grade Exit Assessment
- o New Hanover County Elementary Spanish Student Checklists

Figure 128 - Winston-Salem/Forsyth Model for Final Assessment
High School Second Languages (page 1 or 2)

Listening:

Theme: Community
National Goals: 1.2 Communication
2.1 Cultures
3.2 Connections
4.2 Comparisons

Students will listen to a description of a holiday tradition in the target language and answer 5 to 10 objective questions. Questions may be true/false, multiple choice or short answer.

Example: Listen to the following description of a holiday tradition in ___(country). Then answer the questions you hear by choosing the best response for each one. You will hear the selection and the questions (3) times.

Instruction to teacher; First read the selection at a normal rate of speed. Then read each question followed by the possible answer (if multiple choice). Repeat the entire sequence (3) times.

Communicative Component:

Theme: All About Me
National Goals: 1.1, 1.2 Communication
3.1 Connections
5.1 Communities

Example: At the doctor's office. You and a friend will role play a scene in a doctor's office. Decide which one will be the doctor and which one will be the patient. Prepare a conversation about a physical exam you will need to have in order to play sports at your school. The doctor will ask questions to establish the purpose of the visit and to determine something about the patient's medical history. The patient will also ask the doctor's advice about what to do to stay healthy.

Figure 129 - Winston-Salem/Forsyth Model for Final Assessment
High School Second Languages (page 2 or 2)

Speaking Component:

Theme: School Life
National Goals: 1.3 Communication
4.1 Comparisons

Example: Give a minute impromptu presentation describing a typical school day. Tell which courses you are taking and talk about your plans following high school graduation. Explain how these courses will help you achieve those plans. You may make a list of relevant vocabulary.

Reading/Culture Component:

Theme: World
National Goals: 2.1 Cultures
3.2 Connections
4.1 Comparisons
5.2 Communities

Example: Students will be given a reading selection in the target language about an event taking place in a country where the target language is spoken. Students will answer a variety of questions based on the reading: approximately 10 objective, 5 short answer and/or 3 brief discussion questions. At least one question should ask the student to express an opinion.

Writing Component

Theme: Home Life

National Goals: 1.2 Communication
5.1, 5.2 Communities

Example: Choose an older living relative whom you admire. Tell about their life-style, where they grew up, things they used to do and, what they are doing now. Explain why you admire the person. Describe the relationship you share with him/her.

Figure 130 - Haywood County Foreign Language Level I Checklist (p. 1 of 20)

	Student	Teacher
SPEAKING:		
1. I can greet others and introduce myself, telling my name, my age, my address, and my nationality.		
2. I can talk about my family using expressions of ownership.		
3. I can describe activities in my home or school.		
4. I can express likes and dislikes about food, sports, and/or leisure activities.		
5. I can talk about shopping and places in a town when given a picture prompt.		
6. I can narrate a simple story when given a choice of picture prompts.		
7. I can ask "who", "why", "when", "how", "what", and "how many" questions.		
8. In an extended conversation, I can talk about simple topics such as weather, well-being, time, calendar, and numbers.		
WRITING:		
1. Using correct grammar and spelling, I can write a paragraph about my family, my school day and/or my out-of-school activities.		
2. Using correct grammar and spelling, I can write a dialogue which includes greetings, expressions of courtesy, time, likes and dislikes, and descriptions of activities.		
3. I can write a story or a series of sentences describing a picture.		
READING:		
1. I can read a passage and answer questions in English and in the target language.		
2. I can find information from a variety of sources, for example: schedules, advertisements, and classified ads.		
LISTENING (TO A VARIETY OF SPEAKERS):		

1. I can respond to ``how'', ``when'', ``where'', ``why'', and ``how many'' questions.		
2. I can listen to a brief passage and answer questions in oral and written form.		
3. I can write simple dictated sentence almost accurately.		
4. I can respond to simple commands.		
CULTURE (IN TARGET LANGUAGE OR ENGLISH) :		
1. I can identify and locate on a map countries in which the target language is spoken.		
2. I know cultural differences in schools and holidays of a target country.		
3. I can identify two foods unique to the target countries.		
4. I can tell when to use the formal and familiar forms of ``you''.		

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Appendix A

The following pictures can be used to check Speaking #6 and Writing #3 (p. 3, 4, 5, 6, 7, 8, 9, 10)

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Appendix B

The following passages and questions can be used to check Reading #1 or Listening #2.

Haywood County Foreign Language Level I Assessment
- French (p. 12 of 20)

Read the following passage and then answer the questions based on it. One or two-word answers are acceptable. Questions in English should be answered in English.

Bonjour! Je m'appelle Véronique et j'ai quinze ans. J'habite à Tours et je vais au lycée Victor Hugo.

Je suis blonde et j'ai les yeux bleus. Je ne suis pas très grande mais je suis assez athlétique. J'aime tous les sports. Mes sports préférés sont le ski en hiver et le tennis et la **planche à voile** en été. Je joue assez bien au tennis et je ne suis pas **mauvaise** en planche à voile.

Je vais à l'école tous les jours **sauf** le dimanche. Le mercredi et le samedi, j'ai des cours **seulement** le matin. J'adore la classe de maths. Mon prof est très sympa. J'aime aussi beaucoup mes classes d'anglais et d'espagnol. Le mercredi après-midi, je vais à ma leçon de piano.

J'ai une bicyclette et le week-end, je fais **souvent** des **promenades** à la **campagne** avec mes amis. J'ai beaucoup d'amis et j'aime **sortir** avec eux. **Quelquefois**, nous allons au café et je commande toujours un citron pressé.

J'habite dans une maison avec mes parents, ma sœur, Valérie, et mon frère, Vincent.

planche à voile: windsurf

mauvais(e): bad

sauf: except

seulement: only

souvent: often

promenade: ride

campagne: country

sortir: to go out

quelquefois: sometimes

1. Comment est Véronique?
2. Qu'est-ce qu'elle fait le week-end?
3. Combien de frères et de sœurs a-t-elle?
4. Quand est sa leçon de piano?
5. Où va-t-elle à l'école?
6. Where does she live?
7. How old is she?
8. Why does she like her math class?
9. What does she order to drink?
10. Whom does she meet on the weekend?

Read the following passage and then answer the questions based on it. One or two-word answers are acceptable. Questions in English should be answered in English.

¡Hola! me llamo Verónica y tengo quince años. Vivo en Salamanca y voy al Colegio Ponce de León. Soy rubia y tengo ojos azules. No soy muy alta pero soy muy athética. Me gustan todos los deportes. Mis deportes favoritos son el esquí en el invierno y el tenis y el volibol en el verano. Juego bastante bien al tenis y no soy una jugadora de volibol muy mala. Voy a la escuela todos los días excepto el sábado y el domingo. Tengo muchas clases académicas. Me gusta mucho la clase de matemáticas. Mi profesor es simpático. Me gustan **también** las clases de inglés y música. El miércoles, después de las clases, tengo mi lección de piano. Tengo una bicicleta y los fines de semana, voy **a menudo** al **campo** con mis amigos. Tengo muchos amigos y me gusta **salir** con ellos. A veces vamos al café y siempre pido una limonada. Vivo en una casa con mis padres, mi hermana, Sofía, y mi hermano, Felipe.

también: also
a menudo: often
el campo: country
salir: to go out

1. ¿Cómo es Verónica?
2. ¿Qué hace durante el fin de semana?
3. ¿Cuántos hermanos tiene?
4. ¿Cuándo es su lección de piano?
5. ¿A qué escuela va?
6. Where does she live?
7. How old is she?
8. Why does she like her math class?
9. What does she order to drink?
10. Whom does she meet on the weekend?

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Appendix C

The following scoring rubrics may be used to assess student performances.

**Holistic Scoring Guide for Rating
Speaking and Writing Products**

4. Highly Competent Performance

The product submitted is well-planned and well-executed and communicates information successfully. There is sufficient detail and development as to be of practical use in the real-life communicative situation to which the task relates. There may be a few errors in pronunciation, grammar, vocabulary, and/or orthography.

3. Competent Performance

The product submitted demonstrates a satisfactory degree of planning and is satisfactorily executed. The information communicated in the product would be useful in the real-life situation to which the task relates, but additional relevant detail, explanation, or development are lacking. There may be some errors in pronunciation, grammar, vocabulary, and/or orthography.

2. Inadequate Performance

The product submitted may not demonstrate adequate planning or may not be satisfactorily executed. The usefulness of the information communicated in the product is very limited in that necessary information has been omitted or unsuccessfully communicated. There may be several errors in pronunciation, grammar, vocabulary, and/or orthography.

1. Seriously Inadequate Performance

The product submitted demonstrates inadequate planning and is poorly executed. Little or no useful information is communicated in the product. There may be numerous errors in pronunciation, grammar, vocabulary, and/or orthography.

0 No response

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Analytic Scoring Guide for Rating French/Spanish Writing Products

Vocabulary	Grammar	Mechanics	Message Content
4 Vocabulary is generally accurate and appropriate to the task; minor errors may occur.	4 Grammar may contain some inaccuracies, but these do not negatively affect comprehensibility.	4 Good control of the mechanics; may contain occasional errors in spelling, diacritics, or punctuation, but these do not affect comprehensibility.	4 Relevant informative response to the task. Adequate level of detail and creativity.
3 Vocabulary usually accurate; occasional inaccuracies may occur.	3 Some grammatical inaccuracies may affect comprehensibility; some control of major patterns.	3 Some control of the mechanics; contains errors in spelling, diacritics, or punctuation that sometimes affect comprehensibility.	3 Response to the task is generally informative; may lack some detail and/or creativity.
2 Vocabulary is not extensive enough for the task; inaccuracies may be	2 Many grammatical inaccuracies may affect comprehensibility; little control of	2 Weak control of the mechanics; contains numerous errors in	2 Response incomplete; lacks some important information.

frequent. may use English words.	major patterns.	spelling, diacritics, or punctuation that seriously affect comprehensibility.	
1 Vocabulary inadequate for most basic aspects of the task.	1 Almost all grammatical patterns are inaccurate, except for a few memorized patterns.	1 Almost no control of the mechanics.	1 Response not informative; provides little or no information.
0 No response.	0 No response.	0 No response.	0 No response.

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Analytic Scoring Guide for Rating Speaking Products

Vocabulary	Grammar	Pronunciation	Message Content
4 Vocabulary is generally accurate and appropriate to the task; minor errors, hesitations, and circumlocutions may occur.	4 Grammar may contain some inaccuracies, but these do not negatively affect comprehensibility.	4 Completely or almost completely comprehensible; pronunciation errors, rhythm and/or intonation problems do not create misunderstandi	4 Relevant, informative response to the task. Adequate level of creativity.

		ngs.	
3 Vocabulary is usually accurate. errors, hesitations, and circumlocutions may be frequent.	3 Some grammatical inaccuracies may affect comprehensibility; some control of major patterns.	3 Generally comprehensible, but pronunciation errors, rhythm and/or intonation problems may create misunderstandings.	3 Response to the task is generally informative; may lack some detail and/or creativity.
2 Vocabulary is not extensive enough for the task; inaccuracies may be frequent; may use English words.	2 Many grammatical inaccuracies may affect comprehensibility; little control of major patterns.	2 Difficult to comprehend because of numerous pronunciation errors, rhythm, and intonation problems.	2 Response incomplete; lacks some important information.
1 Vocabulary inadequate for most basic aspects of the task.	1 Almost all grammatical patterns inaccurate, except for a few memorized patterns.	1 Practically incomprehensible.	1 Response not informative; provides little or no information.
0 No response.	0 No response.	0 No response.	0 No response.

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Note to Level I Teachers

Reading #2: Teachers should choose examples of realia that they feel their students can be comfortable with. Choices will vary from class to class according to the vocabulary students have been exposed to.

Listening #1: The questions can be asked by the teacher, a fellow student or a native speaker.

Listening #3 and 4: These assessments should be based on vocabulary and structure that students are very familiar with. Therefore, the content will vary from class to class.

Culture: The various components can be assessed in written form or orally.

Figure 131 - Winston-Salem/Forsyth Sample Eighth Grade Exit Assessment. Theme: Home Life

_____ Receiving High School_____

_____ Student Name_____

_____ School_____

_____ Second Language Teacher_____

_____ Second Language _____

_____ Student's First Language_____

_____ Date_____

Instructions: Place a ``+'` if the student conveys meaning using reasonably correct structure and vocabulary.

Place a ``✓'` if the student conveys meaning using limited structure and vocabulary.

Place a ``-'` if the student is unable to convey meaning.

Speaking:

_____The student can tell where he lives.

_____The student can describe his family.

_____The student can tell how many members are in his family.

- _____The student can describe his family members and tell their ages.
- _____The student can tell his address and telephone number.
- _____The student can describe the rooms in his home/apartment.
- _____The student can describe his room.

Listening:

- _____The student can listen to a passage about a family and identify its members and pets.
- _____The student can listen to and understand the address and telephone number of a classmate.
- _____The student can listen to a passage about a birthday party and identify who, what, when, and where.

Reading:

- _____The student can read a passage about a family and home, and can answer questions about it.
- _____After reading about someone, the student can tell who, what, where and activities.

Writing:

- _____The student can write a short description of his family and home.

Culture:

- _____The student can understand the differences in homes and homelife in other countries.
- _____The student can understand the extended family group.
- _____The student can understand the process of naming children in the target culture.

Figure 132 - Winston-Salem/Forsyth Sample Eighth Grade Exit Assessment. Theme: School Life

_____ Receiving High School_____

_____ Student Name_____

_____ School_____

_____ Second Language Teacher_____

_____ Second Language _____

_____ Student's First Language_____

_____ Date_____

Instructions: Place a ``+'' if the student conveys meaning using reasonably correct structure and vocabulary.

Place a "✓" if the student conveys meaning using limited structure and vocabulary.

Place a "-" if the student is unable to convey meaning.

Speaking:

- _____The student can talk about his school.
- _____The student can talk about the subjects he takes in school.
- _____The student can tell the principal about his school.
- _____The student can describe the teachers and counselors in his school.
- _____The student can tell about his daily schedule.
- _____The student can describe his classes and the supplies he uses.
- _____The student can tell when school begins and ends.

Listening:

- _____The student can listen to a description of a class and identify the class.
- _____The student can listen to a daily schedule and understand where and when.
- _____The student can listen to a follow directions given.

Reading:

- _____The student can read a passage about school and classes and answer questions about it.
- _____After reading about school, the student can tell where, what, when, and how students arrive at school.

Writing:

- _____The student can write a schedule of his classes.
- _____The student can write a description of his school.

Culture:

- _____The student can understand the differences between school systems here and those of the target culture.
- _____The student can understand when, where, and how students attend school in the target culture.

Figure 133 - Winston-Salem/Forsyth Sample Eighth Grade Exit Assessment. Theme: Community Life

Receiving High School _____
Student Name _____
School _____
Second Language Teacher _____
Second Language _____
Student's First Language _____
Date _____

Instructions: Place a "+" if the student conveys meaning using reasonably correct structure and vocabulary.

Place a "✓" if the student conveys meaning using limited structure and vocabulary.

Place a "-" if the student is unable to convey meaning.

Speaking:

- _____The student can give directions to his house.
- _____The student can ask for directions.
- _____The student can tell the locations of items - above, below, beside, in front of, next to, to the left, to the right, behind, over, and under.
- _____The student can ask where the bathroom/cafeteria is.
- _____The student can ask people where they are and tell them where he is.
- _____The student can talk on the telephone.
- _____The student can ask or tell where someone is going.
- _____The student can describe his mode of transportation.
- _____The student can give directions to different places in his community (school, bank, church, supermarket, etc.)
- _____The student can describe selected activities that take place in his community.

Listening:

- _____The student can follow directions given to her.
- _____The student can listen to a discussion and tell the location of the items discussed
- _____The student can listen to where an item is and find it.

Reading:

- _____The student can read a passage and answer questions about the location of items mentioned.
- _____The student can read directions to a place and find it.

Writing:

- _____The student can write directions to his school or home.
- _____The student can write about the location of items/places.

Culture:

- _____The student can understand an ad about a place in the target culture.
- _____The student can understand a metro map.

Figure 134 - Winston-Salem/Forsyth Sample Eighth Grade Exit Assessment. Theme: The World

Receiving High School_____

_____ Student Name_____

School_____

Second Language Teacher _____

Second Language _____

Student's First Language _____

Date _____

Instructions: Place a ``+''' if the student conveys meaning using reasonably correct structure and vocabulary.

Place a ``✓'' if the student conveys meaning using limited structure and vocabulary.

Place a ``-''' if the student is unable to convey meaning.

Speaking:

- _____ The student can identify the continent of Europe.
- _____ The student can identify the countries that speak the target language.
- _____ The student can talk about the capital and other cities in countries where the target language is spoken.
- _____ The student can identify surrounding countries.
- _____ The student can tell about the weather in these countries.
- _____ The student can tell time in the target countries.
- _____ The student can convert temperature from Fahrenheit to Celsius.
- _____ The student can describe the major products and industries.

Listening:

- _____ The student listens to a description of a country and identify the country.
- _____ The student can listen to a discussion about the weather and convert the temperature in various cities.
- _____ The student can listen to a passage and tell what, when, and where.

Reading:

- _____ The student can read a passage about a city or country and answer questions about it.

Writing:

- _____ The student can write a description of a target country.
- _____ The student can write about a famous landmark.

Culture:

- _____ The student can identify local customs and holidays.

- _____The student can understand the different systems for describing weather and temperature.
- _____The student can understand the different time zones.

Figure 135 - Checklist for Eighth Graders from an Exploratory Program Going to High School

ONslow COUNTY Nine Weeks Exploratory Foreign Language Program Checklist	Teacher	Student
<ol style="list-style-type: none"> 1. Use greetings according to the time of the day. 2. Use different ways of saying good-bye. 3. Introduce themselves and use formal greetings. 4. Introduce two friends or classmates. 5. Introduce an adult to a younger person. 6. Recognize cultural greeting gestures. 7. Give or follow commands. 8. Tell where they live (country, state, town) 9. Use adjectives and the verb "TO BE" in the target language to describe themselves (male and female). 10. Use adjectives and the verb "TO BE" in the target language to describe someone else. 11. Use adjectives and the verb "TO BE" to describe objects. 12. Use the verb "TO BE" with adjectives of nationality. 13. Recognize and use numbers 0-9,999. 14. Use the verb "TO EAT" (in the present) with vegetables and fruits and at least three kinds of meals. 15. Name at least five fruits 16. Name at least five vegetables 17. Recognize and name five tropical fruits 18. Use the verb "TO DRINK" in the present, with beverages. 		

<p>19. Name at least three items for the main meals (breakfast, lunch, dinner).</p> <p>20. Recognize the currency and capitals of the Spanish/French countries.</p> <p>21. Explain the Spanish/French influence in the USA.</p> <p>22. Recognize popular Latin American or French music.</p> <p>23. Read assigned material covered in class, in the target language.</p> <p>24. Write short paragraphs using the vocabulary learned, in the target language.</p>		
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Developed by Carmen Blakewood, Jacksonville Commons Middle School, Onslow County

Figure 136 - Winston-Salem/Forsyth Sample 5th Grade Exit Assessment (page 1 of 2)

Receiving Middle School _____

Student Name _____

School _____

Classroom Teacher _____

Second Language Teacher _____

Second Language _____

Student's First Language _____

Date _____

FLES Instructional Time: _____ minutes _____ times per week

Other:

Instructions: Place a ``+'`' if the student conveys meaning using reasonable correct structure and vocabulary.

Place a ``✓'`' if the student conveys meaning using limited structure and vocabulary

Place a ``-'' if the student is unable to convey meaning.

Speaking:

- _____ S 1.3 The student can introduce himself.
- _____ S 1.3 The student can tell how he is.
- _____ S 1.3 The student can tell his age and birthday.
- _____ S 1.3 The student can tell where he lives.
- _____ S 1.5 The student can tell his favorite subject in school.
- _____ S 1.3 The student can tell what he is wearing.
- _____ S 1.5 The student can tell what he does or does not like to eat.
- _____ S 1.6 The student can tell something he likes to do.
- _____ S 1.3 The student can tell the day, the date, the season, and the weather.
- _____ S 1.3 The student can tell the time displayed on a clock visual.
- _____ S 1.9 The student can ask 3 questions.

Listening:

- _____ L 1.1 The student can give the teacher school items asked for.
- _____ L 1.2 The student can follow commands (e.g., stand, sit down go to the door, come here, jump, turn).

Figure 137 - Winston-Salem/Forsyth Sample 5th Grade Exit Assessment (page 2 of 2)

- _____ L 1.3 Given 4 pictures, the student can demonstrate understanding of ``on'', ``under'', ``behind'', and ``in front of'' by selecting the corresponding picture.
- _____ L 1.1 Given a picture of a family, the student can point to the people and pets cued by the teacher.
- _____ L 1.7 Given a picture of the interior of a house, the student can point to where he sleeps, eats, plays,

watches television, washes up, as cued by the teacher.

L 1.4 Given a picture of a community scene, the student can demonstrate understanding of simple questions about the people

Culture:

C 5.6 Given a map of the world, the student can locate at least 3 countries where the target language is spoken.

Reading:

R 1.3 Given a short reading selection, the student can answer oral questions based on the selection.

R 1.4 Given a short reading selection and written questions based on the selection, the student can read and answer orally.

Writing:

W 1.4 The student can generate in writing 2 or more sentences about his classroom or school.

Figure 138 - Elementary Spanish Student Progress Checklist

Student's Name: _____ **Spanish Teacher:** _____

Nine-week grading period ① 2 3 4

In Spanish class, your child can:

- 1. Sings songs related to greetings
- 2. Identify/name feelings in pictures
- 3. Say hello and good-bye
- 4. Ask how someone feels
- 5. Answer how I am/feel when asked

1	2	3

6. Tell my name when asked
7. Ask others their name
8. Sing songs with action words
9. View a color and name it
10. View a color, hear its name, and select it
11. Sing songs related to colors
12. Hear a classroom object named and select it
13. Name classroom objects
14. Give the quantity of objects shown to 10
15. Sings songs about classroom objects

Student Indicators:

1 = Some of the time 2 = Most of the time 3 = All of the time

Expected Proficiency of Student:

- Uses isolated word and learned phrases.
- Uses vocabulary sufficient for handling classroom situations and basic needs.
- Makes statements using learned materials.
- Asks simple questions.
- Expresses basic courtesies.
- Understand short learned statements, questions, commands and courtesies.

Units Taught:

Greetings Feelings Colors Classroom Objects

Objectives taught meet required Second Language goals of the NC Second Language Standard Course of Study.

Developed by Julie Bordo, Forest Hills Elementary, New Hanover County Schools

Figure 139 - Elementary Spanish Student Progress Checklist

Student's Name: _____ **Spanish Teacher:** _____

Nine-week grading period 1 ② 3 4

In Spanish class, your child can:

1. Identify pictures of family members

1	2	3

- Expresses basic courtesies.
- Understand short learned statements, questions, commands and courtesies.

Units Taught:

Animals Clothes Body Parts

Objectives taught meet required Second Language goals of the NC Second Language Standard Course of Study.

Developed by Julie Bordo, Forest Hills Elementary, New Hanover County Schools

Figure 141 - Elementary Spanish Student Progress Checklist

Student's Name: _____ **Spanish Teacher:** _____

Nine-week grading period **1** **2** **3** **④**

In Spanish class, your child can:

1. Identify pictures of fruits
2. Name fruits
3. Sing songs with actions related to fruits
4. Select fruit when name is heard
5. View a fruit and name it
6. Identify fruits when given color and shape
7. Express likes and dislikes of fruits
8. Identify pictures of vegetables
9. Name vegetables
10. Sing songs related to vegetables
11. Select a vegetable when name is heard
12. View a vegetable and name it
13. Identify vegetable when given color and shape
14. Express preference of favorite vegetable

1	2	3

15. Tell the fruit or vegetable at hearing name

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Student Indicators:

1 = Some of the time

2 = Most of the time

3 = All of the time

Expected Proficiency of Student:

- Uses isolated word and learned phrases.
- Uses vocabulary sufficient for handling classroom situations and basic needs.
- Makes statements using learned materials.
- Asks simple questions.
- Expresses basic courtesies.
- Understand short learned statements, questions, commands and courtesies.

Units Taught:

Fruits

Vegetables

Review of previously taught material

Objectives taught meet required Second Language goals of the NC Second Language Standard Course of Study.

Developed by Julie Bordo, Forest Hills Elementary, New Hanover County Schools

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