

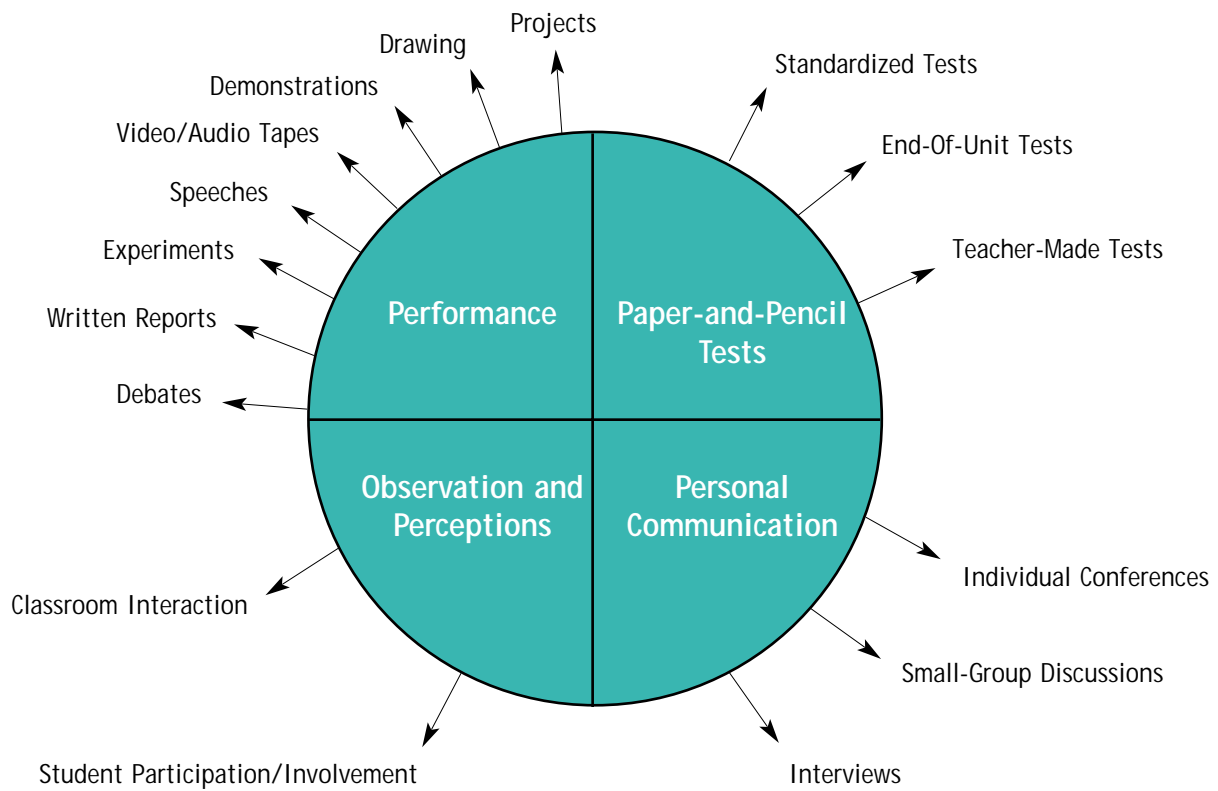
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# **APPENDIX B:** **Assessments**

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Figure 2

**ASSESSMENT PROFILE**



Adapted from *Heartland AEA*, 1992

Figure 3

## IDEAS FOR EXHIBITIONS AND PROJECTS

The following list provides teachers with ideas for products, performances, and processes that can be incorporated as authentic tasks into projects and exhibitions. Teachers using this list will provide students with meaningful, relevant classroom experiences that can be applied in real-world contexts and actively involve students in the learning process.

The list was compiled from a variety of sources (Jacobs, 1995; Maker & Nielsen, 1996); most are ideas from teachers who have used them in the classroom.

World language teachers are encouraged to use this list to create their own list of projects to fit course outcomes and the varied interests and talents of students.

The categories are only one way to arrange the list. Many products and performances can cross over into other categories. In the world language classroom, culture is interwoven throughout the products, processes, and performances, as are the communicative skills.

### Media/Technology

advertisements	editorials	news reports	slides
cable channels	filmstrips	newsletters	slide shows
CD-ROM creations	infomercials	newspapers	TV shows
clip art	magazines	opinion polls	TV Guide
commercials	marketing campaigns	radio shows	travelogue
computer graphics	movies	screen-plays	videos
computer programs	multimedia presentations	scripts	Web home pages

### Visual and Performing Arts

artwork:	dances	music compositions	puppets/shows
• painting	displays	musical instruments	raps, jingle, chants,
• sculpture	drawings	musical performance	cheers
• ceramics	flags	musical plays	record/CD/book covers
banners	flip books	musical symbols	role plays
billboards	flower arrangements	origami	silkscreen prints
block prints	fugues	pantomimes	simulations
bulletin boards	greeting cards	paper	skits
cartoons	illustrations	papier-mâché creations	sociodramas
choral readings	jewelry	photo essays	song writing
chorales	labels	photography	stitchery
clay models	logos	plays	tattoos
clothing design	masks	pop-up books	totem poles
collages	mobiles	posters	wallpaper patterns
comic strips	mosaics	pottery	weaving
costume creation	murals	props for plays	

### Speaking/Listening

audio/videotapes	debates	oral reports	seminars
choral readings	discussions	panel discussions	speeches
court-trial simulations	flannel boards	presentations	story boards
cooperative tasks	narratives	scenarios	

Adapted from *Nebraska K-12 Foreign Language Frameworks*, 1996

Figure 3 (continued)

## IDEAS FOR EXHIBITIONS AND PROJECTS

### Reading/Writing/Literature

3-D research papers	expository writing	myths	research reports
ABC books	fables	narrative writing	satires
bibliographies	historical documents	outlines	stories
biographies	histories	persuasive writing	term papers
bookmarks	illuminated manuscripts	poetry	time capsules
books	journal articles	poetry anthologies	time-lines
children's stories	lists of books read	portfolios	written questions
dictionaries of terms	lists of movies seen	position papers	writing systems
encyclopedias	lyrics	reaction papers	
essays	memoirs	reports	

### Hands-on/Kinesthetic

collections	floor plans	obstacle courses	synchronized movement
constructions	flower arrangements	physical exercise	terrariums
crafts	games	precision drill team	tools
demonstrations	inventions	project cube	treasure hunts
dioramas	labs	scale models	
environmental studies	learning centers	scavenger hunts	
field trips	models	sewing	
flash cards	museum displays	sports/outdoor activities	

### Daily Life

application forms	e-mail	letters of all kinds	receipts
bills	eulogies	manuals	recipe books
boxes/cartoons	family trees	maps	recipes
brochures	foods/cooking	menus	resumes
checks	government forms	messages--voice/written	schedules
cleaning	instructions	obituaries	school
contracts	invitations	pamphlets	scrapbooks
customs	journals	parties	shopping lists
daily routines	junk mail	petitions	spreadsheets
diaries	labels	photo albums	surveys
directions	last wills	prescriptions	work
	laws	questionnaires	

### Thinking Skills

analogies	crossword puzzles	graphic organizers	secret codes
categorizing/classifying	decision making	graphs	self-discovery
cause/effect	design experiments	graphs, 3-D	synthesis
charts	diagrams	homework	synthesis of research
compare/contrast	elaboration	lesson and test design	tessellation
comparison charts	evaluation	patterns	Venn diagrams
concepts	evaluation of evidence	plans	visualization
cross-number puzzles	experiments	problem-solving	webbing/mind maps
	extrapolation	puzzles	
	fact files	rating scales	
	goal setting	reflection	

Adapted from *Nebraska K-12 Foreign Language Frameworks*, 1996

Figure 4

## STUDENT PORTFOLIO ARTIFACTS

### Oral Presentations

- debates
- addresses
- discussions
- mock trials
- monologues
- interviews
- speeches

### Multimedia Presentations

- videotapes
- films
- audiotapes
- slides
- photo essays
- print media
- computer programs
- storytelling
- oral histories
- poetry reading
- broadcasts

### Visual and Graphic Arts

- paintings
- storybooks
- drawings
- murals
- posters
- sculptures
- cartoons
- mobiles

### Representations

- maps
- graphs
- dioramas
- models
- mock-ups
- displays
- bulletin boards
- charts
- replicas

### Performances

- role-playing, drama
- dance/movement
- choral readings
- music (choral and instrumental)

### Written Presentations

- expressive (diaries, journals, writing logs)
- transactional (letters, reports, surveys, essays)
- poetic (poems, myths, legends, stories, plays)

Figure 5

## SAMPLE ASSESSMENT RUBRICS

### Generic Rubrics for World Languages

<b>Generic Rubric for Collaborative Work</b>				
	4	3	2	1
<b>Workload equality</b>	workload shared equally	workload somewhat unequal	workload unequal—done mostly by one or two students	workload unequal—one student has done all the work
<b>On task</b>	all the time	most of the time	sometimes	little involvement; rarely on task
<b>Interaction</b>	much discussion; shows respect for others	some discussion; respectful of others	little discussion; easily distracted; somewhat disrespectful of others	shows little interest; disrespectful of others

<b>Generic Rubric for Oral Presentations—Simple Answers</b>		
	Yes	No
Accurate pronunciation		
Accurate grammar		

<b>Generic Rubric for Oral Presentations—Cultural Role Play</b>				
	4	3	2	1
<b>Pronunciation</b>	accurate throughout, near native	understandable, with very few errors	some errors, but still understandable	poor pronunciation very anglicized
<b>Fluency</b>	smooth delivery	fairly smooth	unnatural pauses	halting; hesitant; long gaps
<b>Comprehensibility</b>	easily understood	understood	difficult to understand	incomprehensible
<b>Vocabulary</b>	extensive use of targeted vocabulary	some use of targeted vocabulary	minimal use of targeted vocabulary	fails to use targeted vocabulary
<b>Credibility</b> (shows knowledge of culture)	credible role play; reflects the culture	credible role play; somewhat reflects the culture	limited credibility; little connection to target culture	not credible; no connection to target culture visible
<b>Performance</b>	lively, enthusiastic; good eye contact	general enthusiasm; some eye contact	little enthusiasm; limited eye contact	reads from cards; monotonous; no eye contact

Adapted from *Nebraska K-12 Foreign Language Frameworks*, 1996

Figure 5 (continued)

## SAMPLE ASSESSMENT RUBRICS

### Generic Rubrics for World Languages

<b>Generic Rubric for Written Material–General</b>				
	4	3	2	1
<b>Grammar</b>	perfect	uses well what is being studied	some errors with what is being studied	doesn't seem to understand what is being studied
<b>Vocabulary</b>	creative use of vocabulary	vocabulary at present level of study	some use of current vocabulary; key words missing	minimal use of targeted vocabulary at present level of study; words used incorrectly
<b>Spelling</b>	perfect	very few errors in spelling and accent marks	some errors in spelling and accent marks	many errors in spelling and accent marks

<b>Generic Rubric for Written Materials–Creative Writing (3rd- or 4th-year students)</b>			
	Outstanding 3	Satisfactory 2	Poor 1
<b>Spelling/Pronunciation</b>	spelling and punctuation almost always correct	some errors throughout	careless; numerous errors
<b>Grammar</b>	at current level of study or above with very few errors	some errors—subjects and verbs don't always match, wrong tenses are sometimes used; does not always represent current level of study	writing is a 1st- or 2nd-year level; many grammatical errors—frequent mismatched subjects and verbs; writing is mostly in present tense
<b>Effort</b>	more than required	meets requirement	some items missing; work appears hastily assembled
<b>Creativity</b>	creative, original descriptions; realistic characters; well illustrated; neat	some creativity; simple descriptions; mostly neat	shows no creativity or planning; incomplete descriptions; unrealistic characters; haphazard illustrations or no illustrations

Adapted from *Nebraska K-12 Foreign Language Frameworks*, 1996

Figure 6

## SAMPLE ASSESSMENT RUBRICS

### Assessing the Quality of Portfolios

<b>Assessing the Quality of Portfolios</b>				
This rubric suggests standards and criteria that teachers can use to assess portfolios. The standards and criteria should be shared with students before they begin building their portfolios.				
	Superior	Excellent	Good	In Progress
<b>Appearance</b>	extremely eye appealing, professional looking	attractive, neat	somewhat attractive or neat	sloppy, effort not shown
<b>Creativity</b>	creativity abounds, much original thinking and/or elaboration	much creativity, original thinking, and/or elaboration	some evidence of creativity, original thinking or elaboration	little or no evidence of creativity, original thinking or elaboration
<b>Content</b>	all quality artifacts chosen demonstrate a high level of reasoning	quality artifacts chosen demonstrate clear reasoning	some artifacts chosen demonstrate clear reasoning	few or none of the artifacts chosen demonstrate clear reasoning
<b>Organization</b>	striking organization that makes the reading flow smoothly	organized, definite transition between works and parts of the portfolio	fairly organized, good transition in topics	nothing in order, appears thrown together, no transition
<b>Completeness</b>	contains required pieces, shows much extra effort with additional pieces	contains required piece, some additional pieces	contains required pieces	missing some required pieces
<b>Reflection</b>	high level of analytical thinking backed by sound evidence	obvious time on reflection, honest; excellent details	adequate reflection shown	very brief, done hurriedly, not sincere or honest

Adapted from *Nebraska K-12 Foreign Language Frameworks*, 1996



Figure 7

## SAMPLE ASSESSMENT RUBRICS

### Rating Scales

**Figure 7A. Example of a Holistic Rating Scale**

<b>4 — Exceeds Expectations</b>	No errors in expression (i.e., of likes/dislikes and/or asking/answering questions); near-native pronunciation; use of structures beyond expected proficiency; near-native use of appropriate cultural practices; followed instructions, went beyond expectations.
<b>3 — Excellent</b>	Almost all expressions of likes/dislikes and/or asking/answering questions correct; easily understood with infrequent errors in pronunciation, structures, and vocabulary usage; almost all cultural practices demonstrated and appropriate; followed instructions completely.
<b>2 — Good</b>	Some errors of likes/dislikes and/or asking/answering questions; comprehensible with noticeable errors in pronunciation, structures, and/or vocabulary usage; some cultural practices demonstrated and appropriate; mostly followed instructions.
<b>1 — Not Yet</b>	Few or no expressions of likes/dislikes and/or asking/answering questions stated correctly; nearly or completely incomprehensible; cultural practices were inappropriate or not demonstrated at all; little evidence of following instructions.

**Figure 7B. Example of an Analytic Rating Scale**

	<b>4</b> Exceeds Expectations	<b>3</b> Excellent	<b>2</b> Good	<b>1</b> Not Yet
<b>Expresses likes/dislikes</b>	no errors	almost all correctly expressed	some errors, majority correctly stated	few or none correctly stated
<b>Is comprehensible (pronunciation, structures, vocabulary usage)</b>	near-native pronunciation; use of structure beyond expected proficiency	easily understood, infrequent errors	comprehensible with noticeable errors in pronunciation, structures, and/or vocabulary usage	nearly or completely incomprehensible
<b>Demonstrates appropriate cultural practices</b>	near-native use of practices	almost all demonstrated and appropriate	some demonstrated and appropriate	inappropriate or none demonstrated
<b>Follows instructions</b>	went beyond expectations	follows instructions completely	mostly follows instructions	little evidence of following instructions

**Analytic rating scales** give more information about specific criteria and should be used when students and teachers want feedback on the strengths and weakness of a performance, product, or process. Levels of performance (standards) are described for each of the criteria. "An analytic scale requires that raters give separate ratings to different aspects of the work. Criteria incorporating several outcomes are analytic." (Herman, Aschbacher, & Winters, 1992, p. 70)

Adapted from *Nebraska K-12 Foreign Language Frameworks*, 1996

Figure 8

## SAMPLE ASSESSMENT RUBRICS

## Rubrics for Assessment of American Sign Language

The following rubrics suggest samples of standards and criteria for assessing the expressive and receptive language skills of students who are learning American Sign Language. These rubrics are *not inclusive* of the comprehensive expressive and receptive language skills that students will need to gain a fluency in American Sign Language, but rather they suggest a general framework for assessment.

Figure 8A: Rubric for Assessment of American Sign Language Expressive Skills

	4 Excellent	3 Very Good	2 Satisfactory	1 In Progress
<b>Formation:</b> Handshape Palm Orientation Movement Location	<ul style="list-style-type: none"> <li>Consistent use of correct signs</li> <li>Clear, easily understood</li> </ul>	<ul style="list-style-type: none"> <li>Self-corrects; few mistakes made</li> <li>Easily understood</li> </ul>	<ul style="list-style-type: none"> <li>Some errors, but is understandable</li> <li>Errors are usually not corrected</li> </ul>	<ul style="list-style-type: none"> <li>Frequent incorrect formation of signs</li> <li>Very difficult to understand signs</li> </ul>
<b>Space Referents:</b> Motion/Location of Verbs (includes eye gaze, body shifting, and choice of signs)	<ul style="list-style-type: none"> <li>Extensive use of setting up points in space to refer to objects and people</li> <li>Good eye contact</li> <li>Lively, enthusiastic, uses expressiveness</li> </ul>	<ul style="list-style-type: none"> <li>Frequently sets up points in space to refer to objects and people; makes some errors</li> <li>Maintains some eye contact</li> <li>Some use of expressive behaviors</li> </ul>	<ul style="list-style-type: none"> <li>Limited use of setting up points in space to refer to objects and people; sometimes makes errors</li> <li>Limited eye contact</li> <li>Limited use of expressive behaviors</li> </ul>	<ul style="list-style-type: none"> <li>Difficulty with setting up points in space to refer to objects and people</li> <li>Difficulty with maintaining eye contact</li> <li>Lacks expressive behaviors when signing</li> </ul>
<b>Story Grammar—Use of Non-Manual Markers:</b> Yes/No Questions “Wh—” Questions Location Negation Contrastive Structure (referents, time, intensity, etc.)	<ul style="list-style-type: none"> <li>Uses good facial expressions correctly and consistently</li> <li>Uses intensifiers (dramatic use of facial expressions and signs) to match information conveyed</li> <li>Uses all non-manual markers appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate use of facial expressions when signing</li> <li>Inconsistent use of intensifiers</li> <li>Inconsistent use of non-manual markers</li> </ul>	<ul style="list-style-type: none"> <li>Some appropriate use of facial expressions</li> <li>Limited use of intensifiers</li> <li>Limited use of non-manual markers</li> </ul>	<ul style="list-style-type: none"> <li>Lacks facial expressions when signing</li> <li>Difficulty using intensifiers</li> <li>Difficulty using non-manual markers</li> </ul>
<b>Fluency/Accuracy:</b> Smoothness and Fluency of Signs Conceptually Accurate Ideas/Messages	<ul style="list-style-type: none"> <li>Communicates with fluency and confidence</li> <li>Signs conceptually accurate ideas/messages consistently</li> </ul>	<ul style="list-style-type: none"> <li>Smooth flow of signs with confidence most of the time</li> <li>Signs conceptually accurate ideas/messages the majority of the time</li> </ul>	<ul style="list-style-type: none"> <li>Hesitates and self-corrects when signing</li> <li>Signs conceptually accurate ideas/messages on a limited basis</li> </ul>	<ul style="list-style-type: none"> <li>Jerky hand movements and choppy use of signs</li> <li>Unable to sign conceptually accurate ideas/messages</li> </ul>

Figure 8 (continued)

**SAMPLE ASSESSMENT RUBRICS**

**Rubrics for Assessment of American Sign Language**

**Figure 8B: Rubric for Assessment of American Sign Language Receptive Skills**

	4 Excellent	3 Very Good	2 Satisfactory	1 In Progress
<b>Basic Vocabulary</b>	<ul style="list-style-type: none"> <li>Understands all signed vocabulary words</li> <li>Does not need repetition of signed vocabulary words</li> </ul>	<ul style="list-style-type: none"> <li>Understands most signed vocabulary words</li> <li>Rarely requires repetition of signed vocabulary words</li> </ul>	<ul style="list-style-type: none"> <li>Limited understanding of signed vocabulary words</li> <li>Requires some repetition of signed vocabulary words</li> </ul>	<ul style="list-style-type: none"> <li>Very limited understanding of signed vocabulary words</li> <li>Requires frequent repetition of signed vocabulary words</li> </ul>
<b>Fingerspelling</b>	<ul style="list-style-type: none"> <li>Understands all fingerspelled words</li> <li>Does not need any repetition</li> </ul>	<ul style="list-style-type: none"> <li>Understands most fingerspelled words</li> <li>Rarely requires repetition of fingerspelled words</li> </ul>	<ul style="list-style-type: none"> <li>Limited understanding of fingerspelled words</li> <li>Requires some repetition of fingerspelled words</li> </ul>	<ul style="list-style-type: none"> <li>Very limited understanding of fingerspelled words</li> <li>Requires frequent repetition of fingerspelled words</li> </ul>
<b>Simple ASL Sentences and Simple ASL Questions</b>	<ul style="list-style-type: none"> <li>Understands all simple ASL sentences</li> <li>Understands all simple ASL questions</li> <li>Does not need any repetition of sentences/questions</li> </ul>	<ul style="list-style-type: none"> <li>Understands most simple ASL sentences</li> <li>Understands most simple ASL questions</li> <li>Needs some repetition of sentences/questions</li> </ul>	<ul style="list-style-type: none"> <li>Limited understanding of simple ASL sentences</li> <li>Limited understanding of simple ASL questions</li> <li>Often needs sentences/questions repeated</li> </ul>	<ul style="list-style-type: none"> <li>Very limited understanding of simple ASL sentences</li> <li>Very limited understanding of simple ASL questions</li> <li>Requires frequent repetition of sentences/questions</li> </ul>
<b>Complex ASL Sentences and Complex ASL Questions</b>	<ul style="list-style-type: none"> <li>Understands all complex ASL sentences</li> <li>Understands all complex ASL questions</li> <li>Does not need any repetition of sentences/questions</li> </ul>	<ul style="list-style-type: none"> <li>Understands most complex ASL sentences</li> <li>Understands most complex ASL questions</li> <li>Needs some repetition of sentences/questions</li> </ul>	<ul style="list-style-type: none"> <li>Limited understanding of complex ASL sentences</li> <li>Limited understanding of complex ASL questions</li> <li>Often needs sentences/questions repeated</li> </ul>	<ul style="list-style-type: none"> <li>Very limited understanding of complex ASL sentences</li> <li>Very limited understanding of complex ASL questions</li> <li>Requires frequent repetition of sentences/questions</li> </ul>
<b>Non-Manual Markers:</b> Yes/No Questions “Wh—” Questions Location Negation Contrastive Structure (referents, time, intensity, etc.)	<ul style="list-style-type: none"> <li>Understands all non-manual markers</li> <li>Responds appropriately to non-manual behaviors</li> </ul>	<ul style="list-style-type: none"> <li>Understands most non-manual markers</li> <li>Responds appropriately to most non-manual behaviors</li> </ul>	<ul style="list-style-type: none"> <li>Understands some non-manual markers; asks for clarification of some non-manual behaviors</li> <li>Responds appropriately to some non-manual markers</li> </ul>	<ul style="list-style-type: none"> <li>Limited understanding of non-manual markers; frequently needs non-manual markers clarified or explained</li> <li>Responds inappropriately to non-manual markers</li> </ul>

Figure 9

**SAMPLE ASSESSMENT RUBRICS**  
**Oral Activity Self-Evaluation**

Rate yourself in each of the following categories:

- ★★★★★ fantastic
- ★★★★ very good
- ★★★ good
- ★★ fair
- ★ needs improvement

	★	★★	★★★	★★★★	★★★★★
<b>Content</b>	★	★★	★★★	★★★★	★★★★★
• The content was complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The ideas were well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comprehensibility</b>					
• I was comprehensible to my partner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I was comprehensible to the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Vocabulary and expressions</b>					
• I used recently learned expressions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I used recently learned new vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Grammar</b>					
• I used challenging constructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Fluency</b>					
• I spoke in reasonable quantity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I spoke with few hesitations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Register</b>					
• I used formal or familiar forms of expression, as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Developed by Karen Jogan, Albright College, Reading, PA

Figure 10

## SAMPLE ASSESSMENT RUBRICS

### Oral Report Assessment

Speaker: \_\_\_\_\_

Reviewer: \_\_\_\_\_

Date: \_\_\_\_\_ Class: \_\_\_\_\_

Assignment Title: \_\_\_\_\_

I understood what the report was about. \_\_\_\_\_Yes \_\_\_\_\_Somewhat \_\_\_\_\_No

I liked the way the speaker \_\_\_\_\_

\_\_\_\_\_

To improve, the speaker might \_\_\_\_\_

***Rate the oral report form from 5 (fantastic) to 1 (needs improvement)***

Outlines presented	5	4	3	2	1
Key words listed	5	4	3	2	1
Clear organization	5	4	3	2	1
Use of visuals/illustrations	5	4	3	2	1
Minimal reference to written notes	5	4	3	2	1
Appropriate length	5	4	3	2	1
Questions answered	5	4	3	2	1
Speaker appears interested in topic	5	4	3	2	1
Originality, creativity	5	4	3	2	1
Speaker supports an opinion	5	4	3	2	1

Figure 11

**SAMPLE ASSESSMENT RUBRICS**  
**Story Evaluation**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Rate the story:

★★★★	fantastic
★★★	good
★★	average
★	needs improvement

★				
★	★			
★	★	★		
★	★	★	★	

The story was well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The story had a beginning, a middle, and an end.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The story was interesting and entertaining.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The story included a variety of expressions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ideas in the story were clearly expressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The story was understood by others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I liked the story because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Developed by Eliason, Eaton, & Jogan, TESOL, 1997

Figure 12

**SAMPLE ASSESSMENT RUBRICS**  
**Expressing a Point of View**

Name: \_\_\_\_\_ Date \_\_\_\_\_ Topic: \_\_\_\_\_

Rate yourself along the continuum:

	very successful	not very successful
I think I was successful in expressing my opinion.	<input type="checkbox"/>	<input type="checkbox"/>
My opinion had several supporting arguments.	<input type="checkbox"/>	<input type="checkbox"/>
My supporting arguments were well organized.	<input type="checkbox"/>	<input type="checkbox"/>
I was persuasive and convincing.	<input type="checkbox"/>	<input type="checkbox"/>
My sentence structure was grammatically accurate.	<input type="checkbox"/>	<input type="checkbox"/>

The best part of my presentation was \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I could improve my presentation if I \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Developed by Eliason, Eaton, and Jogan, TESOL, 1997

Figure 13

**SAMPLE ASSESSMENT RUBRICS**  
**Story Retelling Checklist: Self-Assessment**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Book Title: \_\_\_\_\_ Author: \_\_\_\_\_

Please put an "X" in the box that describes your ability to do the following.

	On my own	With help from a classmate or the teacher	I cannot do this yet
I can name the main characters.			
I can describe the setting.			
I can report the events in chronological order.			
I can identify the main issues or problems.			
I can describe the resolution.			
I can express my feelings about the story and compare it to another story or event in my life.			
I can identify my favorite part of the story or my favorite character and tell why.			

Developed by Karen Jogan, Albright College, Reading, PA



Figure 14

## SAMPLE DISTRICT & STATE ASSESSMENT MODELS: SPANISH FLES Oral Assessment Kit

<b>Availability:</b>	Unrestricted
<b>Current Users:</b>	Columbus Public Schools, OH
<b>Type of FL Program:</b>	FLES
<b>Intended Grade Level:</b>	K-5
<b>Intended Test Use:</b>	Achievement, proficiency
<b>Skills Tested:</b>	Speaking, listening
<b>Test Author:</b>	Karen Kendall-Sperry
<b>Publication Date:</b>	1995
<b>Test Cost:</b>	None
<b>Test Length:</b>	20-25 minutes per child
<b>Test Materials:</b>	Question cards, picture to describe
<b>Test Format:</b>	Short answer, discrete point, picture description
<b>Scoring Method:</b>	Holistic

**Description:** This individually administered speaking and listening assessment is appropriate for all languages. For ease of administration, the examination is on cards. These cards serve as written or visual prompts for the student, or as aural prompts (the teacher reads the card without showing it to the students). Students are asked to identify objects, guess colors, count, and describe a picture. Answers may or may not be scripted. They are rated using a three-point rubric: answering without hesitation is awarded a plus; answering after repeated prompting is awarded a check. If a student cannot respond, a minus is given. Students are engaged metacognitively by being asked to verbalize their reactions to the test situation. Immediate feedback is provided to the student.

**Test Development and Technical Information:** This teacher-made assessment instrument was field tested with K-5 students in May 1995.

**Parallel Versions in Other Languages:** Currently available only in Spanish, but appropriate for all languages

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Figure 15

**SAMPLE DISTRICT & STATE ASSESSMENT MODELS: SPANISH**  
**(Also: French, German, Japanese)**  
**Student Oral Proficiency Assessment (SOPA)**

<b>Availability:</b>	Unrestricted
<b>Current Users:</b>	Various total and partial immersion programs, FLES programs
<b>Type of FL Program:</b>	Immersion (total, partial, two-way), FLES
<b>Intended Grade Level:</b>	1-4
<b>Intended Test Use:</b>	Proficiency
<b>Skills Tested:</b>	Listening, speaking
<b>Test Authors:</b>	Nancy Rhodes (immersion); Beverly Boyson, Nancy Rhodes, Lynn Thompson (FLES)
<b>Publication Date:</b>	1992, 1996
<b>Test Cost:</b>	none
<b>Test Length:</b>	10-15 minutes per pair of students
<b>Test Materials:</b>	Small pieces of fruit (plastic or rubber eraser type), picture sequence of science concepts, storybook with attractive pictures, the SOPA rating scale, tape recorder, and blank cassette tapes (For FLES version: picture of classroom and colorform house replace the picture sequence and story book)
<b>Test Format:</b>	Immersion: Listening section—physical responses to commands. Speaking section—informal questions. Science concepts and language usage—description, telling a story. FLES: Listening section—physical responses to commands. Speaking section—informal questions, giving commands to partner, describing a picture of a classroom and a doll house.
<b>Scoring Method:</b>	Holistic: each student is rated for comprehension and fluency on a 6-point scale

**Description:** The SOPA is an oral interview that measures listening and speaking skills of students in Grades 1-4. The immersion form of the test consists of four parts: listening comprehension, informal questions, science and language usage, and story telling. Two students are assessed at one time by one or two testers in a non-stressful, friendly environment. The listening section is based on commands and physical responses using fruit manipulatives. The informal questions assess comprehension and fluency for basic language concepts. Science concepts and language usage are measured by the students' description of a series of four pictures showing the stages of a seed growing into a tree. In the final part of the assessment, students are asked to tell a story in Spanish (one they already know in English) by describing what is happening in the pictures. Students are rated for comprehension and fluency on a 6-point scale ranging from junior novice low to junior intermediate high. [The scale is a modified version of the one used with the CAL Oral Proficiency Exam, based on the ACTFL proficiency scale.] For FLES students, the same rating scale is used, but the speaking and listening tasks differ somewhat. Rather than assessing science concepts and story telling, the FLES version offers further opportunities to demonstrate listening and speaking skills through the use of a colorform doll house and a classroom scene.

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Figure 16

**SAMPLE DISTRICT & STATE ASSESSMENT MODELS: SPANISH**  
**Grand Blanc Community Schools: Spanish Proficiency Test**  
**4th Grade**

<b>Availability:</b>	Not available yet
<b>Current Users:</b>	Grand Blanc Community Schools, MI
<b>Type of FL Program:</b>	FLES
<b>Intended Grade Level:</b>	4
<b>Intended Test Use:</b>	Achievement, proficiency
<b>Skills Tested:</b>	Listening, speaking, reading, writing
<b>Test Authors:</b>	Carol Ashmore, Kathy Kelley, Shelley Lance, Laura Lemke
<b>Publication Date:</b>	1995
<b>Test Cost:</b>	Not reported
<b>Test Length:</b>	36 items
<b>Test Materials:</b>	Test booklets, audiotape
<b>Test Format:</b>	Matching, task completion, multiple-choice, fill-in-the-blank
<b>Scoring Method:</b>	Answer key is used to determine whether a student has mastered content language objectives (i.e., has gotten all items correct) or needs to review.

**Description:** This Spanish test for a content-based FLES program will be used to test language objectives through five different content areas: reading/language arts, mathematics, social studies, science and health. Sample test objectives include predicting the outcome of a story, using metric measurement, naming three facts about South American culture, identifying four forms of energy, and identifying three body systems.

**Test Development and Technical Information:** This test and the curriculum on which it was based were piloted in 1994-95. The final form of the test and curriculum were put into official use in September of 1995. A test and curriculum were being developed for fifth grade as of January 1995. These tests and curricula are part of five-year curriculum and test development project undertaken by the Grand Blanc school district. Technical information was not available.

**Parallel Versions in Other Languages:** none

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 810-694-8211 ext. 216

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Figure 17

## SAMPLE DISTRICT & STATE ASSESSMENT MODELS: SPANISH

### Glastonbury FLES Test

<b>Availability:</b>	Restricted
<b>Current Users:</b>	Glastonbury Public Schools, CT
<b>Type of FL Program:</b>	FLES
<b>Intended Grade Level:</b>	5
<b>Intended Test Use:</b>	Proficiency, program/curriculum evaluation
<b>Skills Tested:</b>	Listening, reading, writing, speaking, culture
<b>Test Authors:</b>	Elementary foreign language teachers in Glastonbury Public Schools, CT
<b>Publication Date:</b>	1994; revised 1995 and 1996
<b>Test Cost:</b>	Not reported
<b>Test Length:</b>	74 items plus 10-item speaking segment for a portion of the students
<b>Test Materials:</b>	Test booklet, answer sheets, audio tape
<b>Test Format:</b>	Multiple-choice, matching, filling in information
<b>Scoring Method:</b>	Speaking—4-point scale for each question. Other—number correct

**Description:** This criterion-referenced, situation-based test evaluates students at the end of fifth grade in all skill areas, including culture. The test is based on a sequential curriculum developed by the teachers. Test tasks are contextualized; all components of the test are built around an American student named Becky, her pen pal Maria Morales, and Maria's family. The student is led through a series of tasks: reading a letter from Maria, going shopping with Maria and her mother, playing a geography game, listening to a radio program with Maria and her siblings, filling out a camp information form, and answering a telephone call from a local radio station. The test has been developed to determine how well students can apply what they have learned during a three-year FLES sequence. The curricula and test are revised as needed.

**Test Development and Technical Information:** Developed in 1993, this test was revised and re-administered in June of 1994. The test was subsequently revised for administration in 1995 and 1996.

**Parallel Versions in Other Languages:** There are no other versions, but the test could easily be adapted for other languages.

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 Glastonbury, CT 06033

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Figure 18

## SAMPLE DISTRICT & STATE ASSESSMENT MODELS: SPANISH

### Teddy Bear Test: 5th Grade Level

<b>Availability:</b>	Restricted until test has been finalized
<b>Current Users:</b>	Putnam City Schools, Oklahoma City, OK
<b>Type of FL Program:</b>	FLES
<b>Intended Grade Level:</b>	5
<b>Intended Test Use:</b>	Proficiency, program evaluation
<b>Skills Tested:</b>	Listening, speaking, reading, writing, culture
<b>Test Author:</b>	Peggy Boyles
<b>Publication Date:</b>	1994
<b>Test Cost:</b>	Not reported
<b>Test Length:</b>	10 pages
<b>Test Materials:</b>	Test, pictures, answer sheet
<b>Test Format:</b>	Short answer, matching
<b>Scoring Method:</b>	Rubric (1-5 points) based on comprehension, effort, and completion of task

**Description:** This test is based on the ACTFL Guidelines (Novice Level) descriptions and draws on a proficiency-based curriculum. The test uses authentic materials and solicits student responses for all skill areas in order to assess what students can do with their second language. Students see several different pictures of teddy bears at work and at play and are asked to answer questions about the pictures, which evoke cultural themes in both the native and target cultures. The purpose of the test is to provide a thematic context for synthesizing novice-level vocabulary in a proficiency-oriented test and to provide an opportunity for students to personalize answers in a testing format.

**Test Development and Technical Information:** This is the third draft of the Teddy Bear Test. The first draft was field-tested in 1993 with 300 students. The second draft, after revision, was administered to 1,572 students in May 1994. The third draft was field-tested with approximately 1,400 fifth grade students. For a discussion of the high school level Teddy Bear Test, see Boyles, P. (1994). *Assessing the speaking skill in the classroom*. In C. Hancock (Ed.), *Teaching, testing, and assessment: Making the connection*. *Northeast Conference Reports*. Lincolnwood, IL: National Textbook.

**Parallel Versions in Other Languages:** none

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Figure 19

**SAMPLE DISTRICT & STATE ASSESSMENT MODELS: FRENCH**  
**(Also: Arabic, Chinese, German, Japanese, Russian, Spanish)**  
**CAL Oral Proficiency Exam (COPE)**

<b>Availability:</b>	All schools, if they agree to provide test results to CAL for research purposes
<b>Current Users:</b>	Various total and partial immersion programs
<b>Type of FL Program:</b>	Immersion (total, partial, and two-way)
<b>Intended Grade Level:</b>	5-6
<b>Intended Test Use:</b>	Proficiency
<b>Skills Tested:</b>	Listening, speaking
<b>Test Authors:</b>	Shelley Gutstein, Sarah Goodwin, Nancy Rhodes, Gina Richardson, Lynn Thompson, Lih-Shing Wang
<b>Publication Date:</b>	1988
<b>Test Cost:</b>	None
<b>Test Length:</b>	15-20 minutes per pair of students
<b>Test Materials:</b>	COPE rating scale (one per student), COPE cue cards (Dialogs 1-17), instructions for using the COPE, tape recorder, blank cassette tapes
<b>Test Format:</b>	Oral interview/role play
<b>Scoring Method:</b>	Holistic, using the COPE rating scale

**Description:** Using an oral interview/role play technique with two students at a time, the COPE measures a student's ability to understand, speak, and be understood by others in French. The test measures primarily cognitive-academic language skills (the ability to discuss subject matter effectively, e.g., social studies, geography, and science) as well as social language (the ability to discuss family, recreational activities, etc.). The rater evaluates each student's proficiency in terms of comprehension, fluency, vocabulary, and grammar using a simplified holistic scale based on the ACTFL Proficiency Guidelines. Role play/discussion topics include greetings, program of studies, the cafeteria, timelines using the library, fire drills, social studies trips, school buses, the movies, social life, a party, a science project, future careers, an accident, a fight, unfair rules, and science equipment.

**Test Development and Technical Information:** The COPE was developed through a federally funded research study that identified the need for oral proficiency tests of Spanish for fifth to seventh grades. Steps in the test development process included a review of the literature on oral proficiency testing and of existing oral proficiency measures; observations of immersion classes; interviews with sixth-grade students and teachers; development and piloting of a trial COPE; and revisions of the COPE based on feedback from the pilot sites. The final COPE was then translated from Spanish into French and other languages. The COPE has a concurrent validity index of .62 when compared to the IDEA Proficiency Test (IPT). Test developers suggest that this provides a fair degree of assurance that the COPE validly measures oral proficiency as intended.

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*Figure 19 (continued)*

**SAMPLE DISTRICT & STATE ASSESSMENT MODELS: FRENCH**  
**(Also: Arabic, Chinese, German, Japanese, Russian, Spanish)**  
**CAL Oral Proficiency Exam (COPE)**

**Parallel Versions in Other Languages:** Arabic, Chinese, German, Japanese, Russian, Spanish

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Figure 20

**SAMPLE DISTRICT & STATE ASSESSMENT MODELS: SPANISH****Level 1 Proficiency Test**

<b>Availability:</b>	Restricted until test has been field tested for 2 years
<b>Current Users:</b>	Putnam City Schools, Oklahoma City, OK
<b>Type of FL Program:</b>	Content-based FLES program
<b>Intended Grade Level:</b>	8
<b>Intended Test Use:</b>	Proficiency, program evaluation
<b>Skills Tested:</b>	Listening, speaking, reading, writing, culture
<b>Test Authors:</b>	Peggy Boyles and Putnam City Schools foreign language teachers
<b>Publication Date:</b>	1995
<b>Test Cost:</b>	Not reported
<b>Test Length:</b>	13 pages
<b>Test Materials:</b>	Test, answer sheet, tape
<b>Test Format:</b>	Taped oral responses, scantron graded listening and reading sections, sentence length responses in written section
<b>Scoring Method:</b>	Rubric based on comprehensibility, effort, risk taking and vocabulary usage

**Description:** This test is based on the ACTFL Proficiency Guidelines (Novice High) descriptions and draws on a proficiency-based curriculum. The test uses real-life situations that are easily related to students' lives. In most sections, students are given choices as to which task to execute. In the speaking section, students are asked to take the role of a young teenager in a particular situation that would require such things as expressing their likes and dislikes or describing their school and teachers. In the listening sections, students listen to taped conversations by native speakers who are involved in everyday situations that they would encounter at home or at school. They are asked to listen for the main theme of each conversation, as well as for some specific details. In the reading section, students demonstrate understanding of authentic materials such as advertisements or messages by answering multiple-choice questions. In the writing section, they are asked to describe in sentence-length text a friend they have met on the Internet. Only names and ages are given for the e-mail pals on the test sheet, and students must complete their imaginary description with details such as physical characteristics, favorite activities, etc.

**Test Development and Technical Information:** This is the first draft of the Novice High proficiency test for the district. It was field tested in 1995 with approximately 200 students. The test was scheduled to be given to a larger group in early 1997. The test was developed by a nine-member teacher task force from the Putnam City Schools.

**Parallel Versions in Other Languages:** none

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Figure 21

**SAMPLE DISTRICT & STATE ASSESSMENT MODELS: ALL LANGUAGES****Columbus Public Schools Foreign Language  
Oral Assessment Kit, Levels I-III**

<b>Availability:</b>	Contact Robert Robison
<b>Current Users:</b>	Columbus Public Schools, OH
<b>Type of FL Program:</b>	Middle school/high school sequential foreign language
<b>Intended Grade Level:</b>	8-12
<b>Intended Test Use:</b>	Proficiency, achievement
<b>Skills Tested:</b>	Speaking
<b>Test Authors:</b>	Robert Robison et al.
<b>Publication Date:</b>	1991
<b>Test Cost:</b>	\$30.00
<b>Test Length:</b>	Variable
<b>Test Materials:</b>	Test cards, score sheet
<b>Test Format:</b>	Varied—interviews, situation role plays, question/answer, monologues/retelling, object/picture identification, simple descriptions
<b>Scoring Method:</b>	Holistic

**Description:** This test is based on the new course of study recently adopted by Columbus Public Schools. It is proficiency oriented to determine what students can do with the language but, at the same time, is achievement based to measure to what extent course objectives have been met and to facilitate assigning letter or numerical grades rather than ratings or proficiency levels. Test items are situation based and attempt to test only what the student can realistically be expected to say. The test is administered to small groups or teams. The members of each team are allowed 2-4 minutes to accomplish their task. Teacher uses score sheet to assign grades to each member of the team. Using this method, 24 students can be tested and graded within 25 minutes. Level I kit includes mid-year checklist.

**Test Development and Technical Information:** Developed by the Columbus Public Schools Level I Foreign Language Oral Assessment Project over a three-year period.

**Parallel Versions in Other Languages:** Appropriate for all languages

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Figure 22

**SAMPLE DISTRICT & STATE ASSESSMENT MODELS: FRENCH**  
**(Also: German, Japanese, Russian, Spanish)**  
**Colorado Proficiency Sample Project (CPSP)**

<b>Availability:</b>	Restricted
<b>Current Users:</b>	Colorado Department of Education, Colorado Proficiency Sample Project
<b>Type of FL Program:</b>	FLES, middle school/high school sequential foreign language
<b>Intended Grade Level:</b>	4-12
<b>Intended Test Use:</b>	Diagnostic (proficiency, achievement), program evaluation
<b>Skills Tested:</b>	Listening, speaking, reading, writing, culture
<b>Test Authors:</b>	Evelyna Donnelly et al.
<b>Publication Date:</b>	1993
<b>Test Cost:</b>	Not reported
<b>Test Length:</b>	Not reported
<b>Test Materials:</b>	Test booklets, audio tapes
<b>Test Format:</b>	Varies: multiple-choice, short answer, task completion
<b>Scoring Method:</b>	Varies with skill area. Speaking—use rubric to assign level. Writing—use flow chart (beginning and intermediate level) and scoring rubric (intermediate level only). Reading and listening—number correct. Culture—completion of cultural tasks.

**Description:** As part of the Colorado Proficiency Sample Project whose goal is to assess student proficiency and the effectiveness of teaching in a number of foreign languages, various assessment materials have been developed and piloted in several school districts. The materials use a unique flow-chart scoring system where the items or tasks are linked to different levels and thus allow quick diagnosis of student performance. The tests contain both traditional features (e.g., reading passage followed by multiple-choice comprehension questions in English) and alternative features (e.g., giving student a project or creative task to complete).

**Test Development and Technical Information:** These assessment materials are being developed as the foundation for the development of Colorado State assessments, as part of the effort mandated by the education reform law (Law 93-1313, to which foreign languages were added by House Bill 94-1207). Materials were piloted in several school districts in 1993, then revised using feedback from teachers. Future plans include adding more testing materials in order to offer teachers a larger selection to choose from; creating a high tech dissemination network which will enable foreign language teachers to obtain even the most recent additions to the bank without delay; and forming testing teams of teachers already trained in the use of the materials to conduct random testing at different school sites to evaluate the reliability of the materials.

**Parallel Versions in Other Languages:** German, Japanese, Russian, Spanish

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*Figure 22 (continued)*

**SAMPLE DISTRICT & STATE ASSESSMENT MODELS: FRENCH**  
**(Also: German, Japanese, Russian, Spanish)**  
**Colorado Proficiency Sample Project (CPSP)**

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Figure 23

## SAMPLE DISTRICT & STATE ASSESSMENT MODELS: FRENCH (Also: German, Spanish)

### Assessment Tasks for French Level I and II

<b>Availability:</b>	Unrestricted
<b>Current Users:</b>	Indiana public and private schools
<b>Type of FL Program:</b>	FLES, middle school/high school sequential foreign language
<b>Intended Grade Level:</b>	6-12
<b>Intended Test Use:</b>	Proficiency, achievement
<b>Skills Tested:</b>	Listening, speaking, reading, writing
<b>Test Authors:</b>	Team of Indiana foreign language teachers
<b>Publication Date:</b>	1993
<b>Test Cost:</b>	\$6.00 per level (package) or \$12.00 per language (two levels)
<b>Test Length:</b>	Series of assessment tasks vary in length
<b>Test Materials:</b>	Two packets of printed materials for each language and eight audio tapes for each language
<b>Test Format:</b>	A variety of communicative assessment tasks, including map-reading, writing a letter to an imaginary pen pal, and situational role plays
<b>Scoring Method:</b>	Suggested scoring rubric included with each task

**Description:** The packets include a set of assessment tasks based on the learner outcomes of the Indiana Proficiency Curriculum Guide. The tasks require students to respond using all four skills: listening, speaking, reading and writing. These packets also include answer sheets, scoring rubrics for each task, and a tape script for the audio tapes. The listening/speaking tasks require the use of audio tapes. The packets are loose-leaf bound, giving teachers the option to select and combine tasks to meet their particular curriculum needs. Packets are available while the supply lasts.

**Test Development and Technical Information:** The materials were developed and field-tested by Indiana foreign language teachers under the general direction of Walter H. Bartz, Foreign Language Education Consultant, Indiana Department of Education.

**Parallel Versions in Other Languages:** German, Spanish

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