Possible Assessments By Skill: (from least to most complex)

Listening:

1. **One word/structure "identification"** ….Teacher says word/structure in TL+ Students mark a picture **or series of pictures.**

2. **One word/structure "dictation"** …Teacher says word/structure in TL + Students write in TL and English
   - **1 point for hearing/structure recognizable in TL**
   - **2 points for hearing/perfectly written in TL**
   - **Additional point for meaning in English**

3. Students listen to a familiar text/story *(or unfamiliar text using familiar vocab/structures)* **and identify meaning of a word/structure by**
   - **Choosing from a Multiple Choice question***(2,3 or 4 choices)*
     - ✓ **Picture**
     - ✓ **Translation**
   - **Writing a translation**

4. Students listen to a sentence/text and identify the purpose*(ie: Who is this ad for? What type of event is this?)*
   - **Multiple choice** *(English or TL) (2,3 or 4 choices)*
   - **Short answer** *(English or TL)*

5. Students listen to a familiar text/story and finish the sentence by
   - **Choosing from a Multiple Choice question***(2,3 or 4 choices)*
     - ✓ **Picture**
     - ✓ **TL**
   - **Writing in TL***(can be done w/ a picture for support ie write in TL one thing that you see that you did not hear described)*

6. Students listen to a sentence/text and answer a fact-based question.*(knowledge level)*
   - **Multiple choice** *(Picture,English or TL)*
   - **Short answer** *(English or TL)*

7. Students listen to a text and identify the main idea or theme by
   - **Answering a Multiple Choice question** *(English or TL)*
   - **Short answer** *(English or TL)*

8. Students listen to a text comparing two events*(people, places etc.)*and create a Venn Diagram   © Clarcq 2013

Reading:

1. **Students are given words/structures as** <u>individual elements</u> .
   - **<u>Identify meaning</u> from Multiple choice***(words or pictures) (2,3 or 4 choices)*
   - **<u>Write meaning</u> in English**

2. **Students are given words/structures in a** <u>sentence</u>*(familiar sentence, unfamiliar sentence w/familiar words/structures)***and must** <u>identify meaning</u> **of underlined elements by:**
   - **Choosing from Multiple choice***(English words or pictures)   (2,3 or 4 choices)*
   - **Illustrating**
   - **Writing meaning in English**

3. **Students are given words/structures in a** <u>longer text</u> **and must** <u>identify meaning</u> **of underlined elements by**
   - **Identifying meaning from Multiple choice***(English words or pictures) (2,3 or 4 choices)*
   - **Illustrating**
   - **Writing meaning in English**

4. Students <u>translate</u> **an entire** <u>sentence or text</u>**.***(Teacher may identify # of elements to be translated)*

5. **From a collection of sentences students** <u>translate</u> **a teacher-prescribed number.**
   - **Or a certain # of points worth of sentences (see attached)**

6. **Students** <u>create an illustration</u> **(Powerpoint, video, mural, etc.) of** an entire <u>sentence or text</u>**.***(Teacher may identify # of elements to be illustrated)*

7. **Students read a** <u>sentence/text</u> **and answer a** <u>fact-based question.</u>*(knowledge level)*
   - **Multiple choice** *(English or TL)*
   - **Short answer** *(English or TL)*

8. **Students** <u>read a sentence/text</u> **and** <u>identify the purpose</u>*(ie: Who is this ad for? What type of event is this?)*
   - **Multiple choice** *(English or TL)*
   - **Short answer** *(English or TL)*

Reading continued:

9. Students read a partial sentence and <u>choose the remainder of the sentence</u> by :
    - **Choosing from a Multiple Choice question***(2,3 or 4 choices)*
        - ✓ **Picture**
        - ✓ **TL**
    - **Writing in TL***(can be done w/ a picture for support ie write in TL one thing that you see that you did not read in this passage)*

10. Students read a word/structure, in a sentence or text and <u>give or identify a synonym</u>
    - **Multiple choice** *(TL)*
    - **Short answer** *(TL)*

11. Students <u>read a text comparing two events</u>*(people, places etc.)*<u>**and create a**</u>**Venn Diagram***(in English or TL)*

12. **Students** <u>**read a text and summarize.**</u> *(teacher identifies required # of sentences/facts)*
    - **In English**
    - **Using sentences from text**
    - **In TL**

13. **Students** <u>**read a text**</u> **and** <u>**identify the main idea**</u> **or theme by**
    - **Answering a Multiple Choice question** *(English or TL)*
    - **Short answer** *(English or TL)*

14. Students read a title or thesis sentence. Then, reading additional sentences identify if those sentences support the thesis stated.

15.   Students read lyrics to two or more songs or lines to two or more poems. Then, choosing a variety of lines from both pieces, create a new work that is clear, comprehensible and communicative.

Writing:

1. Students add details to a pre-existing familiar text.

2. Students add details and sentences to a pre-existing familiar text.

3. Students write a "re-tell" of a familiar piece; one that has been created, viewed or read in class.
   - Using pictures or a storyboard
   - Using support structures or vocabulary
   - In a timed setting

4. Students add details to a pre-existing *unfamiliar* text.

5. Students add details and sentences to a pre-existing *unfamiliar* text.

6. Students create and write a new piece.
   - Using pictures or a storyboard
   - Using support structures or vocabulary
   - In a timed setting
   - And add illustrations/storyboard

Speaking:

1. Students respond to teacher-generated questions about familiar topics.
2. Students retell a familiar situation/story.
   - w/picture or story board
   - w/reminders such as gestures
3. Students engage in a conversation about a familiar topic.
   - w/support such as visible question words
4. Students present on a familiar topic.
5. Students interview an unknown person about a familiar topic.