World Languages and Foreign Languages

Pilot Priority

Grades Pre-Kindergarten – High School
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World Languages and Foreign Languages
Example Assessments

The Massachusetts Department of Elementary and Secondary Education (ESE) contracted with WestEd to collect assessments appropriate for use as District-Determined Measures (DDMs). WestEd chose these assessments as examples because the assessments were aligned with critical content, as identified by the Core Course Objectives (CCOs), and were reviewed by WestEd to ensure overall quality. The following one page summaries cover a wide range of assessments including commercial, non-commercial, traditional, and non-traditional assessments. Districts can use this resource to choose DDMs to implement with or without modifications or as models for locally-developed measures. This list is not exhaustive, and Districts may use other assessments for use as District-Determined measures.

What is included in each one page summary?

- Assessment name and subject, grade, or course
- Electronic link with additional information about the assessment
- Brief description of the assessment and the content it is intended to assess
- Source: publicly available (non-secure or open source) or must be purchased from a commercial developer
- Approach: assessment can be implemented without modifications (buy), with modifications (borrow), or can serve as model for a locally developed measure (build)
- Design: designed to measure growth or requires modifications
- Type of assessment: traditional end-of-grade or end-of-course test, non-traditional measure such as a performance task or portfolio rubric, screening tool, diagnostic measure, placement exam, classroom assessment, or certification exam
- Type of assessment items: selected response, constructed response, performance task, or portfolio
- Mode of administration: paper/pencil or computer supported
- Scoring method: machine scored or hand scored
World Languages — Grades Pre-Kindergarten–1

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World Languages — Pre-K-1

Assessment
Nebraska Designing Assessments (K-12 Foreign Language Framework)

Publisher Website/Sample

Description
Generic rubrics for scoring tasks (collaborative work, oral presentations, written material) in multiple languages. Authentic assessment to supplement other measures. Includes task-specific rubrics, conversion scales from rubric ratings to numeric grades, and a quality assessment checklist ensuring alignment to specific standards and performance task status. Since these assessments are multi-language, there is no mention of a specific target language to be used in task completion, though it is clear that using the target language is the main purpose. Districts interested in building their own customized measures can easily modify to align to expectations for these grades.

Source
Open Source Items, Activities, Forms

Approach
Borrowing (full measure)

Designed to Measure Growth
No

### Source
- Open Source Items, Activities, Forms

### Approach
- Borrowing (full measure)

### Designed to Measure Growth
- No

#### Traditional Assessment
- [ ] Traditional End-of-Grade Assessment
- [ ] Traditional End-of-Course Assessment
- [ ] Selected Response
- [ ] Short Constructed Response
- [ ] Writing Prompt/Essay
- [ ] Other:

#### Non-Traditional Assessment
- [ ] Pre/Post or Repeated Measures
- [ ] Performance Task Rubric
- [ ] Portfolio or Work Sample Rubric
- [ ] Project-Based Rubric
- [ ] Observation Rubric or Checklist

#### Administration/Scoring
- [ ] Paper/Pencil
- [ ] Computer Supported
- [ ] Computer Adaptive
- [ ] Machine Scored
- [ ] Scored Locally
- [ ] Scored Off-Site

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World Languages — Pre-K-1

Assessment
New Jersey World Languages Assessments (Framework—Appendix B)

Publisher Website/Sample

Description
Rubrics for projects and portfolios and a link to standards to which activities are aligned. Reflects a comprehensive content-based Foreign Language in Elementary School (FLES) program that strongly aligns with CCOs and is developmentally appropriate. However, due to the highly disciplinary and theme-based approach requiring teacher collaboration from other subject areas, these assessments might be challenging to adapt to local context.

Source
Open Source Items, Activities, Forms

Approach
Building (parts only)

Designed to Measure Growth
No

<table>
<thead>
<tr>
<th>Traditional Assessment</th>
<th>Non-Traditional Assessment</th>
<th>Administration/Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional End-of-Grade Assessment</td>
<td>Pre/Post or Repeated Measures</td>
<td>Paper/Pencil</td>
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<td>Traditional End-of-Course Assessment</td>
<td>Performance Task Rubric</td>
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<tr>
<td>Selected Response</td>
<td>Portfolio or Work Sample Rubric</td>
<td>Computer Adaptive</td>
</tr>
<tr>
<td>Short Constructed Response</td>
<td>Project-Based Rubric</td>
<td>Machine Scored</td>
</tr>
<tr>
<td>Writing Prompt/Essay</td>
<td>Observation Rubric or Checklist</td>
<td>Scored Locally</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td>Scored Off-Site</td>
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</table>

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World Languages — Grades 2–4
World Languages — 2-4

Assessment
Nebraska Designing Assessments (K-12 Foreign Language Framework)

Publisher Website/Sample

Description
Generic rubrics for scoring tasks (collaborative work, oral presentations, written material) in multiple languages. Authentic assessment to supplement other measures. Includes task-specific rubrics, conversion scales from rubric ratings to numeric grades, and a quality assessment checklist ensuring alignment to specific standards and performance task status. Since these assessments are multi-language, there is no mention of a specific target language to be used in task completion, though it is clear that using the target language is the main purpose. Districts interested in building their own customized measures can easily modify to align to expectations for these grades.

Source
Open Source Items, Activities, Forms

Approach
Borrowing (full measure)

Designed to Measure Growth
No

Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other:

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring
- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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World Languages — 2-4

Assessment
New Jersey World Languages Assessments (Framework—Appendix B)

Description
Rubrics for projects and portfolios and a link to standards to which activities are aligned. Reflects a comprehensive content-based Foreign Language in Elementary School (FLES) program that strongly aligns with CCOs and is developmentally appropriate. However, due to the highly disciplinary and theme-based approach requiring teacher collaboration from other subject areas, these assessments might be challenging to adapt to local context.

Source
Open Source Items, Activities, Forms

Approach
Building (parts only)

Designed to Measure Growth
No

<table>
<thead>
<tr>
<th>Traditional Assessment</th>
<th>Non-Traditional Assessment</th>
<th>Administration/Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Traditional End-of-Grade Assessment</td>
<td>☐ Pre/Post or Repeated Measures</td>
<td>☐ Paper/Pencil</td>
</tr>
<tr>
<td>☐ Traditional End-of-Course Assessment</td>
<td>☑ Performance Task Rubric</td>
<td>☐ Computer Supported</td>
</tr>
<tr>
<td>☐ Selected Response</td>
<td>☑ Portfolio or Work Sample Rubric</td>
<td>☐ Computer Adaptive</td>
</tr>
<tr>
<td>☐ Short Constructed Response</td>
<td>☑ Project-Based Rubric</td>
<td>☐ Machine Scored</td>
</tr>
<tr>
<td>☐ Writing Prompt/Essay</td>
<td>☐ Observation Rubric or Checklist</td>
<td>☑ Scored Locally</td>
</tr>
<tr>
<td>☐ Other:</td>
<td></td>
<td>☐ Scored Off-Site</td>
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</tbody>
</table>

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World Languages — Grades 5–8
World Languages — 5-8

Assessment
Assessment of Performance toward Proficiency in Languages (AAPPL)—American Council of Teachers of Foreign Language (ACTFL)

Description
New measure. Performance assessment of standards-based language learning across the three modes of communication as defined by the National Standards for Foreign Language Learning. Measures interpersonal listening/speaking, presentational writing, interpretive reading, and interpretive listening. Developed by ACTFL in strict alignment with its Performance Guidelines. Measures progress against tasks that are part of an instructional curriculum, not a proficiency test assessing ability against real-life tasks with no contextualization in the classroom. Dependence upon technology should be noted. Scoring must be conducted by certified AAPPL raters but can be done locally if certified trainers work in that district.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other:

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring
- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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World Languages — 5-8

Assessment
Nebraska Designing Assessments (K-12 Foreign Language Framework)

Publisher Website/Sample

Description
Generic rubrics for scoring tasks (collaborative work, oral presentations, written material) in multiple languages. Authentic assessment to supplement other measures. Includes task-specific rubrics, conversion scales from rubric ratings to numeric grades, and a quality assessment checklist ensuring alignment to specific standards and performance task status. Since these assessments are multi-language, there is no mention of a specific target language to be used in task completion, though it is clear that using the target language is the main purpose. Districts interested in building their own customized measures can easily modify to align to expectations for these grades.

Source
Open Source Items, Activities, Forms

Approach
Borrowing (full measure)

Designed to Measure Growth
No

Traditional Assessment

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other:

Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring

- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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World Languages — 5-8

Assessment
New Jersey World Languages Assessments (Framework—Appendix B)

Publisher Website/Sample

Description
Rubrics for projects and portfolios and a link to standards to which activities are aligned. Reflects a comprehensive content-based Foreign Language in Elementary School (FLES) program that strongly aligns with CCOs and is developmentally appropriate. However, due to the highly disciplinary and theme-based approach requiring teacher collaboration from other subject areas, these assessments might be challenging to adapt to local context.

Source
Open Source Items, Activities, Forms

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☐ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☐ Machine Scored
☐ Scored Locally
☐ Scored Off-Site

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World Languages — 5-8

Assessment
Oral Proficiency Interview (OPI)—Falmouth Public School District

Description
Oral assessment, scoring rubric, and ideas for instruction, submitted by Massachusetts district. Allows for measurement of students' ability to perform in a target language during a face-to-face interview. Follows oral proficiency guidelines from the American Council on the Teaching of Foreign Languages (ACTFL). Specifically designed for students in grades 7-8 taking French or Spanish, but could easily be adapted for other grades and languages.

Source
Open Source Items, Activities, Forms

Approach
Borrowing (full measure)

Designed to Measure Growth
No

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☑ Other: Oral Assessment

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☑ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☐ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☑ Scored Locally
☐ Scored Off-Site
High School
Massachusetts District-Determined Measures

Example Assessments

World Languages 9–12
World Languages — 9-12

Assessment

Nebraska Designing Assessments (K-12 Foreign Language Framework)

Publisher Website/Sample

Description

Generic rubrics for scoring tasks (collaborative work, oral presentations, written material) in multiple languages. Authentic assessment to supplement other measures. Includes task-specific rubrics, conversion scales from rubric ratings to numeric grades, and a quality assessment checklist ensuring alignment to specific standards and performance task status. Since these assessments are multi-language, there is no mention of a specific target language to be used in task completion, though it is clear that using the target language is the main purpose. Districts interested in building their own customized measures can easily modify to align to expectations for these grades.

Source

Open Source Items, Activities, Forms

Approach

Borrowing (full measure)

Designed to Measure Growth

No

Traditional Assessment

☐ Traditional End-of-Grade Assessment

☐ Traditional End-of-Course Assessment

☐ Selected Response

☐ Short Constructed Response

☐ Writing Prompt/Essay

☐ Other:

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures

☐ Performance Task Rubric

☐ Portfolio or Work Sample Rubric

☐ Project-Based Rubric

☐ Observation Rubric or Checklist

Administration/Scoring

☐ Paper/Pencil

☐ Computer Supported

☐ Computer Adaptive

☐ Machine Scored

☐ Scored Locally

☑ Scored Off-Site

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World Languages — 9-12

Assessment
New Jersey World Languages Assessments (Framework—Appendix B)

Publisher Website/Sample

Description
Rubrics for projects and portfolios and a link to standards to which activities are aligned. Reflects a comprehensive content-based Foreign Language in Elementary School (FLES) program that strongly aligns with CCOs and is developmentally appropriate. However, due to the highly disciplinary and theme-based approach requiring teacher collaboration from other subject areas, these assessments might be challenging to adapt to local context.

Source
Open Source Items, Activities, Forms

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☐ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☐ Machine Scored
☐ Scored Locally
☐ Scored Off-Site

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World Languages — 9-12

Assessment
Reading Comprehension Rubric for World Languages—Duxbury Public School District

Description
Submitted by Commonwealth district. Reading comprehension rubric that can be applied to a variety of languages. Sample assessments provided for French I, Spanish I, and Latin III courses. Can be used in conjunction with other measures to assess full breadth of CCOs and curriculum frameworks for this grade span.

Source
Open Source Items, Activities, Forms

Approach
Borrowing (full measure)

Designed to Measure Growth
No

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☑ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☑ Other: Classroom Unit Assessment

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☑ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☐ Machine Scored
☑ Scored Locally
☐ Scored Off-Site

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French I–II
Foreign Languages — HS

French I-II

Assessment
Assessment of Performance toward Proficiency in Languages (AAPPL)—American Council of Teachers of Foreign Language (ACTFL)

Publisher Website/Sample

Description
New measure. Performance assessment of standards-based language learning across the three modes of communication as defined by the National Standards for Foreign Language Learning. Measures interpersonal listening/speaking, presentational writing, interpretive reading, and interpretive listening. Developed by ACTFL in strict alignment with its Performance Guidelines. Measures progress against tasks that are part of an instructional curriculum, not a proficiency test assessing ability against real-life tasks with no contextualization in the classroom. Dependence upon technology should be noted. Scoring must be conducted by certified AAPPL raters but can be done locally if certified trainers work in that district.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

☐ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☐ Machine Scored
☐ Scored Locally
☒ Scored Off-Site

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**Foreign Languages — HS**

**French I-II**

**Assessment**

Georgia Bank of Performance-Based Assessment Tasks

**Publisher Website/Sample**

---

**Description**

On-demand performance and project-based measure linked to three communication modes and to ACTFL Proficiency Guidelines. Tasks available for levels I, II, and III. Administered at regular intervals or when proficiency level check is needed. Can be adapted for other languages. Aligned to Georgia standards, not the National Standards Document. Assessments call for translation from target language to English as a means of assessing understanding, which is not consistent with Commonwealth's target language use position statements. Also, several assessments highlight scenarios, such as a terrorist hijacking in Panama, that may not be appropriate for use in Massachusetts schools. Districts interested in exploring this option may need permission from state to use.

**Source**

Commercial Customizable Item Bank

**Approach**

Building (parts only)

**Designed to Measure Growth**

No

**Traditional Assessment**

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other:

**Non-Traditional Assessment**

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

**Administration/Scoring**

- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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Foreign Languages — HS

Assessment

Grade 8 French Exit Exam—Sharon Public Schools

French I-II

Publisher Website/Sample

Description

French I exam submitted by Commonwealth district (Sharon Public Schools). Intended for grade 8 but may be adapted for use at high school level. Please contact the instructor directly to obtain a copy of the secure test form: Kristina Dahlen, dahlen.k@gmail.com.

Source

Open Source Items, Activities, Forms

Approach

Borrowing (full measure)

Designed to Measure Growth

No

Traditional Assessment

☐ Traditional End-of-Grade Assessment

☒ Traditional End-of-Course Assessment

☐ Selected Response

☐ Short Constructed Response

☐ Writing Prompt/Essay

☐ Other:

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures

☐ Performance Task Rubric

☐ Portfolio or Work Sample Rubric

☐ Project-Based Rubric

☐ Observation Rubric or Checklist

Administration/Scoring

☐ Paper/Pencil

☐ Computer Supported

☐ Computer Adaptive

☐ Machine Scored

☒ Scored Locally

☐ Scored Off-Site

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Foreign Languages — HS

French I-II

Assessment

Nebraska Designing Assessments (K-12 Foreign Language Framework)

Publisher Website/Sample

Description

Generic rubrics for scoring tasks (collaborative work, oral presentations, written material). Authentic assessment to supplement other measures; need to view standards to which items are linked. Includes task-specific rubrics, conversion scales from rubric ratings to numeric grades, and a quality assessment checklist ensuring alignment to specific standards. Since these assessments are multi-language, there is no mention of a specific target language to be used in task completion, though it is clear that using the target language is the main purpose. Strong option for use as DDM in these courses.

Source

Open Source Items, Activities, Forms

Approach

Borrowing (full measure)

Designed to Measure Growth

No

Traditional Assessment

☐ Traditional End-of-Grade Assessment

☐ Traditional End-of-Course Assessment

☐ Selected Response

☐ Short Constructed Response

☐ Writing Prompt/Essay

☐ Other:

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures

☐ Performance Task Rubric

☐ Portfolio or Work Sample Rubric

☐ Project-Based Rubric

☐ Observation Rubric or Checklist

Administration/Scoring

☐ Paper/Pencil

☐ Computer Supported

☐ Computer Adaptive

☐ Machine Scored

☐ Scored Locally

☑ Scored Off-Site

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Foreign Languages — HS

Assessment
Ohio Model Assessments, Stages I, II, III

French I-II

Ohio Model Assessments, Stages I, II, III

Publisher Website/Sample

Description
Sample items. Performance and activity based. Administered at regular intervals or when proficiency level check is needed. Proficiency tests evaluate abilities at various levels through the learning sequence. Designed to serve as exemplars of proficiency-based assessments and provide test-writing guidelines. Requires students to use the language in real-life situations. Designed for use with any standards-based curriculum. Measures three communication modes and four language modalities based on National Standards for Foreign Language Learning and American Council on Teaching of Foreign Language's Performance Guidelines for K-12 Learners: stages I, II, and III (novice, intermediate-low, intermediate-mid). Best used in conjunction with other measures. Caution: Model student responses offered in English, not target language. Districts interested in building their own customized measures can easily modify to better align to local curricula.

Source
Open Source Items, Activities, Forms

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

☐ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☐ Machine Scored
☐ Scored Locally
☐ Scored Off-Site

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Foreign Languages — HS

French I-II

Assessment
SAT Subject Test–College Board

Description
Intended to be used as a college placement exam. Not aligned to language proficiency standards. Represents only performance of receptive language skills such as multiple-choice answers on grammatical/syntactical items and reading and listening comprehension (not included in this sample packet). Does not work in tandem with proficiency-based programs, and assesses only grammatical accuracy and interpretive (reading and listening) language skills.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
No

Traditional Assessment

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: College Placement Exam

Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring

- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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Foreign Languages — HS

French I-II

Assessment
Standards-Based Measurement of Proficiency, 4 Skills (STAMP 4S)–Avant Assessment

Description
Online proficiency-oriented test of listening, reading, writing, and speaking. Performance on long tasks in different modalities; tasks approximate actions in the real world to make informal inferences about how the learner would perform in that context. Four domains (listening, reading, writing, and speaking) are assessed. Uses American Council on the Teaching of Foreign Languages (ACTFL) proficiency levels (novice-advanced). Can administer at regular intervals or when proficiency level check is needed. Results reported on Center for Applied Second Language Studies benchmark scale, which is comparable to ACTFL proficiency guidelines.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
No

<table>
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French III–IV
**Foreign Languages — HS**

**French III-IV**

**Assessment**

Assessment of Performance toward Proficiency in Languages (AAPPL)–American Council of Teachers of Foreign Language (ACTFL)

**Description**

New measure. Performance assessment of standards-based language learning across the three modes of communication as defined by the National Standards for Foreign Language Learning. Measures interpersonal listening/speaking, presentational writing, interpretive reading, and interpretive listening. Developed by ACTFL in strict alignment with its Performance Guidelines. Measures progress against tasks that are part of an instructional curriculum, not a proficiency test assessing ability against real-life tasks with no contextualization in the classroom. Dependence upon technology should be noted. Scoring must be conducted by certified AAPPL raters but can be done locally if certified trainers work in that district.

**Source**

Commercial Test

**Approach**

Buying (commercial tool)

**Designed to Measure Growth**

Yes

**Traditional Assessment**

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other:

**Non-Traditional Assessment**

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

**Administration/Scoring**

- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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Foreign Languages — HS

Assessment
Georgia Bank of Performance-Based Assessment Tasks

Description
On-demand performance and project-based measure linked to three communication modes and to ACTFL Proficiency Guidelines. Tasks available for levels I, II, and III. Administered at regular intervals or when proficiency level check is needed. Can be adapted for other languages. Aligned to Georgia standards, not the National Standards Document. Assessments call for translation from target language to English as a means of assessing understanding, which is not consistent with Commonwealth's target language use position statements. Also, several assessments highlight scenarios, such as a terrorist hijacking in Panama, that may not be appropriate for use in Massachusetts schools. Districts interested in exploring this option may need permission from state to use.

Source
Commercial Customizable Item Bank

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☐ Paper/Pencil
☐ Computer Supported
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☐ Machine Scored
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☐ Scored Off-Site

French III-IV

Publisher Website/Sample

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Foreign Languages — HS

French III-IV

Assessment
Nebraska Designing Assessments (K-12 Foreign Language Framework)

Publisher Website/Sample

Description
Generic rubrics for scoring tasks (collaborative work, oral presentations, written material). Authentic assessment to supplement other measures; need to view standards to which items are linked. Includes task-specific rubrics, conversion scales from rubric ratings to numeric grades, and a quality assessment checklist ensuring alignment to specific standards. Since these assessments are multi-language, there is no mention of a specific target language to be used in task completion, though it is clear that using the target language is the main purpose. Strong option for use as DDM in these courses.

Source
Open Source Items, Activities, Forms

Approach
Borrowing (full measure)

Designed to Measure Growth
No

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☐ Paper/Pencil
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☐ Computer Adaptive
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Foreign Languages — HS

Assessment
Ohio Model Assessments, Stages I, II, III

French III-IV

Publisher Website/Sample

Description
Sample items. Performance and activity based. Administered at regular intervals or when proficiency level check is needed. Proficiency tests evaluate abilities at various levels through the learning sequence. Designed to serve as exemplars of proficiency-based assessments and provide test-writing guidelines. Requires students to use the language in real-life situations. Designed for use with any standards-based curriculum. Measures three communication modes and four language modalities based on National Standards for Foreign Language Learning and American Council on Teaching of Foreign Language's Performance Guidelines for K-12 Learners: stages I, II, and III (novice, intermediate-low, intermediate-mid). Best used in conjunction with other measures. Caution: Model student responses offered in English, not target language. Districts interested in building their own customized measures can easily modify to better align to local curricula.

Source
Open Source Items, Activities, Forms

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☐ Paper/Pencil
☐ Computer Supported
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☐ Scored Off-Site

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Foreign Languages — HS

Assessment
SAT Subject Test–College Board

French III-IV

Publisher Website/Sample

Description
Intended to be used as a college placement exam. Not aligned to language proficiency standards. Represents only performance of receptive language skills such as multiple-choice answers on grammatical/syntactical items and reading and listening comprehension (not included in this sample packet). Does not work in tandem with proficiency-based programs, and assesses only grammatical accuracy and interpretive (reading and listening) language skills.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
No

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☑ Selected Response
☑ Short Constructed Response
☑ Writing Prompt/Essay
☑ Other: College Placement Exam

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

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Foreign Languages — HS

**French III-IV**

**Assessment**
Standards-Based Measurement of Proficiency, 4 Skills (STAMP 4S)–Avant Assessment

**Description**
Online proficiency-oriented test of listening, reading, writing, and speaking. Performance on long tasks in different modalities; tasks approximate actions in the real world to make informal inferences about how the learner would perform in that context. Four domains (listening, reading, writing, and speaking) are assessed. Uses American Council on the Teaching of Foreign Languages (ACTFL) proficiency levels (novice-advanced). Can administer at regular intervals or when proficiency level check is needed. Results reported on Center for Applied Second Language Studies benchmark scale, which is comparable to ACTFL proficiency guidelines.

**Source**
Commercial Test

**Approach**
Buying (commercial tool)

**Designed to Measure Growth**
No

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Latin I–II
Foreign Languages — HS

Assessment

Ohio Model Assessments, Stages I, II, III

Publisher Website/Sample

Description

Sample items. Performance and activity based. Administered at regular intervals or when proficiency level check is needed. Proficiency tests evaluate abilities at various levels through the learning sequence. Designed to serve as exemplars of proficiency-based assessments and provide test-writing guidelines. Requires students to use the language in real-life situations. Designed for use with any standards-based curriculum. Measures three communication modes and four language modalities based on National Standards for Foreign Language Learning and American Council on Teaching of Foreign Language's Performance Guidelines for K-12 Learners: stages I, II, and III (novice, intermediate-low, intermediate-mid). Best used in conjunction with other measures. Caution: Model student responses offered in English, not target language. Districts interested in building their own customized measures can easily modify to better align to local curricula.

Source

Open Source Items, Activities, Forms

Approach

Building (parts only)

Designed to Measure Growth

No

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

☐ Paper/Pencil
☐ Computer Supported
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☐ Machine Scored
☐ Scored Locally
☐ Scored Off-Site

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Massachusetts District-Determined Measures
Example Assessments

Foreign Languages — HS

Latin I-II

Assessment
SAT Subject Test–College Board

Publisher Website/Sample

Description
Intended to be used as a college placement exam. Not aligned to language proficiency standards. Represents only performance of receptive language skills such as multiple-choice answers on grammatical/syntactical items and reading and listening comprehension (not included in this sample packet). Does not work in tandem with proficiency-based programs, and assesses only grammatical accuracy and interpretive (reading and listening) language skills.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
No

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<td>Other: College Placement Exam</td>
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<td>Scored Locally</td>
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Latin III
Foreign Languages — HS

Assessment

Ohio Model Assessments, Stages I, II, III

Description

Sample items. Performance and activity based. Administered at regular intervals or when proficiency level check is needed. Proficiency tests evaluate abilities at various levels through the learning sequence. Designed to serve as exemplars of proficiency-based assessments and provide test-writing guidelines. Requires students to use the language in real-life situations. Designed for use with any standards-based curriculum. Measures three communication modes and four language modalities based on National Standards for Foreign Language Learning and American Council on Teaching of Foreign Language's Performance Guidelines for K-12 Learners: stages I, II, and III (novice, intermediate-low, intermediate-mid). Best used in conjunction with other measures. Caution: Model student responses offered in English, not target language. Districts interested in building their own customized measures can easily modify to better align to local curricula.

Source

Open Source Items, Activities, Forms

Approach

Building (parts only)

Designed to Measure Growth

No

Traditional Assessment

☐ Traditional End-of-Grade Assessment

☐ Traditional End-of-Course Assessment

☐ Selected Response

☐ Short Constructed Response

☐ Writing Prompt/Essay

☐ Other:

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures

☑ Performance Task Rubric

☑ Portfolio or Work Sample Rubric

☑ Project-Based Rubric

☐ Observation Rubric or Checklist

Administration/Scoring

☐ Paper/Pencil

☐ Computer Supported

☐ Computer Adaptive

☐ Machine Scored

☑ Scored Locally

☐ Scored Off-Site

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Foreign Languages — HS

Assessment

SAT Subject Test–College Board

Latin III

Description

Intended to be used as a college placement exam. Not aligned to language proficiency standards. Represents only performance of receptive language skills such as multiple-choice answers on grammatical/syntactical items and reading and listening comprehension (not included in this sample packet). Does not work in tandem with proficiency-based programs, and assesses only grammatical accuracy and interpretive (reading and listening) language skills.

Source

Commercial Test

Approach

Buying (commercial tool)

Designed to Measure Growth

No

Traditional Assessment

☑ Traditional End-of-Grade Assessment

☐ Traditional End-of-Course Assessment

☐ Selected Response

☐ Short Constructed Response

☐ Writing Prompt/Essay

☐ Other: College Placement Exam

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures

☐ Performance Task Rubric

☐ Portfolio or Work Sample Rubric

☐ Project-Based Rubric

☐ Observation Rubric or Checklist

Administration/Scoring

☐ Paper/Pencil

☑ Computer Supported

☐ Computer Adaptive

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Spanish I–II
Foreign Languages — HS

Assessment
Assessment of Performance toward Proficiency in Languages (AAPPL)—American Council of Teachers of Foreign Language (ACTFL)

Publisher Website/Sample

Description
New measure. Performance assessment of standards-based language learning across the three modes of communication as defined by the National Standards for Foreign Language Learning. Measures interpersonal listening/speaking, presentational writing, interpretive reading, and interpretive listening. Developed by ACTFL in strict alignment with its Performance Guidelines. Measures progress against tasks that are part of an instructional curriculum, not a proficiency test assessing ability against real-life tasks with no contextualization in the classroom. Dependence upon technology should be noted. Scoring must be conducted by certified AAPPL raters but can be done locally if certified trainers work in that district.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other:

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring
- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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Foreign Languages — HS
Spanish I-II

Assessment
Foreign Language Assessments—Wellesley Public Schools

Description
Pre-test and post-test shared by Massachusetts district. Detailed information for Spanish I (grades 8 and 9), including rubric, but likely adaptable to other languages and levels. Addresses comprehensibility, vocabulary, language control, and mechanics. Additional information is provided for Introduction to Spanish, Spanish 3-5, Beginning Latin, Latin 7, French 2-8, and German 3-5.

Source
Open Source Items, Activities, Forms

Approach
Borrowing (full measure)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☒ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment
☒ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
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Publisher Website/Sample

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Foreign Languages — HS

Assessment

Georgia Bank of Performance-Based Assessment Tasks

Publisher Website/Sample

Description

On-demand performance and project-based measure linked to three communication modes and to ACTFL Proficiency Guidelines. Tasks available for levels I, II, and III. Administered at regular intervals or when proficiency level check is needed. Can be adapted for other languages. Aligned to Georgia standards, not the National Standards Document. Assessments call for translation from target language to English as a means of assessing understanding, which is not consistent with Commonwealth's target language use position statements. Also, several assessments highlight scenarios, such as a terrorist hijacking in Panama, that may not be appropriate for use in Massachusetts schools. Districts interested in exploring this option may need permission from state to use.

Source

Commercial Customizable Item Bank

Approach

Building (parts only)

Designed to Measure Growth

No

Traditional Assessment

☐ Traditional End-of-Grade Assessment

☐ Traditional End-of-Course Assessment

☐ Selected Response

☐ Short Constructed Response

☐ Writing Prompt/Essay

☐ Other:

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures

☐ Performance Task Rubric

☐ Portfolio or Work Sample Rubric

☐ Project-Based Rubric

☐ Observation Rubric or Checklist

Administration/Scoring

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### Foreign Languages — HS

**Spanish I-II**

**Assessment**
Groton-Dunstable Middle School Spanish I Assessment

**Publisher Website/Sample**

**Description**
Innovative group writing activity designed to measure students' communicative proficiency after a period of instruction. Submitted by Commonwealth teacher at Groton-Dunstable Regional Middle School. Intended for use at grade 8 but can easily be adapted to other grades.

**Source**
Open Source Items, Activities, Forms

**Approach**
Borrowing (full measure)

**Designed to Measure Growth**
No

#### Traditional Assessment
- [ ] Traditional End-of-Grade Assessment
- [ ] Traditional End-of-Course Assessment
- [ ] Selected Response
- [ ] Short Constructed Response
- [ ] Writing Prompt/Essay
- [ ] Other:

#### Non-Traditional Assessment
- [ ] Pre/Post or Repeated Measures
- [ ] Performance Task Rubric
- [ ] Portfolio or Work Sample Rubric
- [ ] Project-Based Rubric
- [ ] Observation Rubric or Checklist

#### Administration/Scoring
- [ ] Paper/Pencil
- [ ] Computer Supported
- [ ] Computer Adaptive
- [ ] Machine Scored
- [ ] Scored Locally
- [x] Scored Off-Site

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### Massachusetts District-Determined Measures

**Example Assessments**

#### Foreign Languages — HS

**Spanish I-II**

**Assessment**

Nebraska Designing Assessments (K-12 Foreign Language Framework)

**Publisher Website/Sample**

#### Description

Generic rubrics for scoring tasks (collaborative work, oral presentations, written material). Authentic assessment to supplement other measures; need to view standards to which items are linked. Includes task-specific rubrics, conversion scales from rubric ratings to numeric grades, and a quality assessment checklist ensuring alignment to specific standards. Since these assessments are multi-language, there is no mention of a specific target language to be used in task completion, though it is clear that using the target language is the main purpose. Strong option for use as DDM in these courses.

#### Source

Open Source Items, Activities, Forms

#### Approach

Borrowing (full measure)

#### Designed to Measure Growth

No

#### Traditional Assessment

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other:

#### Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

#### Administration/Scoring

- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
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### Foreign Languages — HS

**Assessment**

Ohio Model Assessments, Stages I, II, III

**Spanish I-II**

**Description**

Sample items. Performance and activity based. Administered at regular intervals or when proficiency level check is needed. Proficiency tests evaluate abilities at various levels through the learning sequence. Designed to serve as exemplars of proficiency-based assessments and provide test-writing guidelines. Requires students to use the language in real-life situations. Designed for use with any standards-based curriculum. Measures three communication modes and four language modalities based on National Standards for Foreign Language Learning and American Council on Teaching of Foreign Language's Performance Guidelines for K-12 Learners: stages I, II, and III (novice, intermediate-low, intermediate-mid). Best used in conjunction with other measures. Caution: Model student responses offered in English, not target language. Districts interested in building their own customized measures can easily modify to better align to local curricula.

**Source**

Open Source Items, Activities, Forms

**Approach**

Building (parts only)

No

**Designed to Measure Growth**

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**Foreign Languages — HS**

**Spanish I-II**

**Assessment**
Reading Comprehension Assessment for Intermediate Spanish—Duxbury Public School District

**Description**
Submitted by Commonwealth district. Includes directions for student, selected- and constructed-response items, and scoring rubric. Intended for Spanish intermediate level but potential for adaptation to other languages or proficiency levels.

**Source**
Open Source Items, Activities, Forms

**Approach**
Borrowing (full measure)

**Designed to Measure Growth**
No

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Foreign Languages — HS
Spanish I-II

Assessment
SAT Subject Test–College Board

Description
Intended to be used as a college placement exam. Not aligned to language proficiency standards. Represents only performance of receptive language skills such as multiple-choice answers on grammatical/syntactical items and reading and listening comprehension (not included in this sample packet). Does not work in tandem with proficiency-based programs, and assesses only grammatical accuracy and interpretive (reading and listening) language skills.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
No

Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: College Placement Exam

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring
- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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**Foreign Languages — HS**

**Assessment**
Spanish I Exam—Sharon Public School District

**Publisher Website/Sample**

**Description**
Full exam that includes selected-response and fill-in-the-blank items. Please contact the instructor directly to obtain a copy of the secure test form: Kristina Dahlen; email address is dahlen.k@gmail.com.

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| Other: | | |

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Foreign Languages — HS

Assessment
Standards-Based Measurement of Proficiency, 4 Skills (STAMP 4S)—Avant Assessment

Description
Online proficiency-oriented test of listening, reading, writing, and speaking. Performance on long tasks in different modalities; tasks approximate actions in the real world to make informal inferences about how the learner would perform in that context. Four domains (listening, reading, writing, and speaking) are assessed. Uses American Council on the Teaching of Foreign Languages (ACTFL) proficiency levels (novice-advanced). Can administer at regular intervals or when proficiency level check is needed. Results reported on Center for Applied Second Language Studies benchmark scale, which is comparable to ACTFL proficiency guidelines.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
No

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
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Spanish III–IV
Foreign Languages — HS

Assessment

Assessment of Performance toward Proficiency in Languages (AAPPL)—American Council of Teachers of Foreign Language (ACTFL)

Description

New measure. Performance assessment of standards-based language learning across the three modes of communication as defined by the National Standards for Foreign Language Learning. Measures interpersonal listening/speaking, presentational writing, interpretive reading, and interpretive listening. Developed by ACTFL in strict alignment with its Performance Guidelines. Measures progress against tasks that are part of an instructional curriculum, not a proficiency test assessing ability against real-life tasks with no contextualization in the classroom. Dependence upon technology should be noted. Scoring must be conducted by certified AAPPL raters but can be done locally if certified trainers work in that district.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay

Non-Traditional Assessment
- Pre/Post or Repeated Measures
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Foreign Languages — HS

Assessment

Georgia Bank of Performance-Based Assessment Tasks

[Publisher Website/Sample]

Description

On-demand performance and project-based measure linked to three communication modes and to ACTFL Proficiency Guidelines. Tasks available for levels I, II, and III. Administered at regular intervals or when proficiency level check is needed. Can be adapted for other languages. Aligned to Georgia standards, not the National Standards Document. Assessments call for translation from target language to English as a means of assessing understanding, which is not consistent with Commonwealth's target language use position statements. Also, several assessments highlight scenarios, such as a terrorist hijacking in Panama, that may not be appropriate for use in Massachusetts schools. Districts interested in exploring this option may need permission from state to use.

Source

Commercial Customizable Item Bank

Approach

Building (parts only) No

Designed to Measure Growth

No

Traditional Assessment

☐ Traditional End-of-Grade Assessment

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☐ Selected Response

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Foreign Languages — HS

Assessment

Nebraska Designing Assessments (K-12 Foreign Language Framework)

Publisher Website/Sample

Description

Generic rubrics for scoring tasks (collaborative work, oral presentations, written material). Authentic assessment to supplement other measures; need to view standards to which items are linked. Includes task-specific rubrics, conversion scales from rubric ratings to numeric grades, and a quality assessment checklist ensuring alignment to specific standards. Since these assessments are multi-language, there is no mention of a specific target language to be used in task completion, though it is clear that using the target language is the main purpose. Strong option for use as DDM in these courses.

Source

Open Source Items, Activities, Forms

Approach

Borrowing (full measure)

Designed to Measure Growth

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Traditional Assessment

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Foreign Languages — HS

Assessment
Ohio Model Assessments, Stages I, II, III

Spanish III-IV

Description
Sample items. Performance and activity based. Administered at regular intervals or when proficiency level check is needed. Proficiency tests evaluate abilities at various levels through the learning sequence. Designed to serve as exemplars of proficiency-based assessments and provide test-writing guidelines. Requires students to use the language in real-life situations. Designed for use with any standards-based curriculum. Measures three communication modes and four language modalities based on National Standards for Foreign Language Learning and American Council on Teaching of Foreign Language's Performance Guidelines for K-12 Learners: stages I, II, and III (novice, intermediate-low, intermediate-mid). Best used in conjunction with other measures.

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Open Source Items, Activities, Forms

Approach
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### Massachusetts District-Determined Measures

**Example Assessments**

### Foreign Languages — HS

**Assessment**

SAT Subject Test–College Board

**Spanish III-IV**

**Publisher Website/Sample**

#### Description

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**Source**

Commercial Test

**Approach**

Buying (commercial tool)

**Designed to Measure Growth**

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### Foreign Languages — HS

**Assessment**

Standards-Based Measurement of Proficiency, 4 Skills (STAMP 4S)–Avant Assessment

**Spanish III-IV**

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### Source

Commercial Test

### Approach

Buying (commercial tool)

### Designed to Measure Growth

No

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