

# *BVSD World Languages* *Listening Assessment*

## **Teacher and Student Instructions**

For Level I Students of  
**CHINESE, FRENCH, GERMAN,  
JAPANESE & SPANISH**

*Standard 1.1 Listening - Students listen to and derive meaning from a variety of World Language sources.*

**In order to meet this standard, a Level I student:**

√ comprehends common learned words, expressions and cognates when hearing the World Language spoken.

√ selects language demonstrating comprehension of everyday conversations, including familiar situations and simple instructions.

**Assessment Window:**  
**May 11 – May 29, 2009**

### **Teachers:**

- Record student results on Infinite Campus.
- Return all materials to Dr. Judy Skupa, Division of Curriculum & Instruction, Education Center, no later than May 29, 2009.

## **A Message to Teachers from the World Languages Assessment Team:**

Because we know your time is valuable, we have designed the Listening Assessment Directions for Teachers to help you administer the assessment quickly and efficiently. A series of easy-to-follow steps guides you as you organize materials, schedule assessment times, administer the assessment, and return assessment materials.

As we developed the Listening Comprehension Assessment, our mission was to create a standardized assessment instrument that would serve as an accreditation tool, assess student learning, and assess the District's World Language program. By following the guidelines in this manual, you can help ensure that the assessment will work validly and equitably for all students.

### **Step 1 CHECK YOUR ASSESSMENT MATERIALS**

Be sure you have the following materials. If any materials are missing, notify the World Languages Curriculum Consultant at [c.dburrous@bvsd.org](mailto:c.dburrous@bvsd.org).

For the teacher:

- Directions for Teachers and Students
- Do Not Disturb sign
- CD (preview to make sure it works)
- Each teacher will need to have a CD player and extra pencils for students.
- Scantron answer sheets

For each student:

- Assessment booklet
- Scantron answer sheet
- No. 2 pencil with eraser

### **Step 2 PLAN YOUR TESTING SCHEDULE**

- Inform the Administration and Counseling departments when you will be testing, asking not to be disturbed.
- Review the assessment and directions in advance.
- Allow sufficient time to complete the student identification information, if necessary.
- Administer the assessment, if possible, during the middle of the week.
- Avoid testing on days just before or after vacations, important school functions, or holidays.
- Avoid testing just after students have had strenuous physical activity.
- Schedule the assessment to allow sufficient time to finish in one session.
- Observe timing guidelines.

### **Step 3 ORGANIZE YOUR CLASSROOM**

- Plan for the distribution and collection of materials.
- Plan seating arrangements. Allow enough space between students to prevent sharing answers.
- Eliminate distractions such as bells or telephones.
- On the board, indicate starting and stopping times for the assessment.

#### **Step 4            PREPARE YOUR STUDENTS**

- Help students approach the assessment in a relaxed, positive way.
- Explain that the purpose of taking an achievement test is to find out which topics have been mastered.
- Emphasize that the assessment requires no special preparation.

#### **Step 5            USE STANDARDIZED TESTING PROCEDURES**

To ensure that test results are valid, reliable, and equitable, standardized tests are always administered with the same directions, the same time limits, and the same scoring criteria. If the tests are not administered with the same procedures used when the test was standardized, valid conclusions cannot be drawn from the test results.

**Coaching:** Be sure students understand the directions and how to mark answers. Assist them with test-taking mechanics, but be careful not to inadvertently give hints or clues that indicate an answer or help eliminate answer choices.

**Guessing:** Encourage students to attempt all items. Tell them to listen carefully and make their best attempt at answering. Be careful not to imply that they should guess randomly.

**Non-valid Tests:** Students should mark only **one** response for an item and should erase completely any responses they do not want. If a student is obviously marking answers randomly, treat that student's work as non-valid.

Special circumstances, interruptions, or distractions that affect individual or group performance can result in non-valid tests. Students who mark multiple or random responses to test items, experience sudden illness, or become unduly disturbed by the testing situation should have their tests marked as non-valid.

#### **Step 6            FILL IN STUDENT IDENTIFICATION INFORMATION IF NECESSARY.**

Distribute student booklets and lead students through filling in the student identification information on the Scantron answer sheet.

Use the Scantron Sheets provided.

#### **Step 8            ADMINISTER THE ASSESSMENT**

Specific directions for the assessment are listed below:

- Check to see that each student has his or her own booklet.
- Be very careful to monitor that students do not skip or overlook any of the test questions. Remind students to look for an answer to every item on each page.
- Check to see that students are in the right place in their booklet and are marking answers correctly.

- Teacher: read this aloud to the students:

*In this assessment you will mark your answers on the Scantron answer sheet. You will need to choose one answer for each question. To mark an answer, fill in the oval or circle for the answer you choose. Make your mark heavy and dark, and do not make any other marks on the test booklet page. If you want to change an answer, completely erase the mark you made before making a new mark. Are there any questions?*

- Teacher: read this aloud to the students:

*When I say “Let’s begin.” open your booklets. The assessment will last approximately 25 minutes. Remember the CD will play only one time but each item will be repeated. Your teacher is not allowed to pause or repeat any test item. Listen carefully and do your best. It is important that you do not disturb the class in any way. Are there any questions? Let’s begin.*

- At the end of the assessment, Teacher: read this aloud to the students:

*Stop. Pencils down. Please close your booklet. This is the end of the assessment.*

- Run the Scantron sheets through a Scantron Grading Machine.
- **Record the results on the Infinite Campus (I.C.) space allotted to you.**
- Print off a copy of the I.C. student results
- Gather the I.C. results, used and extra Scantron sheets, all of the assessment materials and return them to Dr. Judy Skupa, Assistant Superintendent for Curriculum and Instruction, at the Education Center.
- It is not permitted to xerox or copy any of the materials.

**-Testing-**

**Please**

**Do Not**

**Disturb**

**Attention Teachers: Enter the following scores (4, 3, 2, or 1) in Infinite Campus: 30 – 26 = 4 (advanced); 25 - 18 = 3 (proficient); 17 - 12 = 2 (partially proficient); 11 - 0 = 1 (unsatisfactory)**

**Answer Keys**

<b>Chinese</b>	<b>French</b>	<b>German</b>	<b>Japanese</b>	<b>Spanish</b>
	1.	1.		1.
	2.	2.		2.
	3.	3.		3.
	4.	4.		4.
	5.	5.		5.
	6.	6.		6.
	7.	7.		7.
	8.	8.		8.
	9.	9.		9.
	10.	10.		10.
	11.	11.		11.
	12.	12.		12.
	13.	13.		13.
	14.	14.		14.
	15.	15.		15.
	16.	16.		16.
	17.	17.		17.
	18.	18.		18.
	19.	19.		19.
	20.	20.		20.
	21.	21.		21.
	22.	22.		22.
	23.	23.		23.
	24.	24.		24.
	25.	25.		25.
	26.	26.		26.
	27.	27.		27.
	28.	28.		28.
	29.	29.		29.
	30.	30.		30.