

**MegaGoal, Book 6**  
**Units 1–3**  
**Speaking Test**

This Speaking Test is to be administered after students have completed Units 1–3. Choose **one** or **two** of the following speaking prompts for each student. For scoring, please refer to the **MegaGoal Speaking Test Rubric**.

**SPEAKING PROMPTS**

**PROMPT 1** Read aloud the prompt. Ask the student to respond orally.

- Have you ever made a mistake or done something that you regret? Tell about it.

**PROMPT 2** Read aloud the prompt. Have students discuss the prompt with a partner. Listen and evaluate each student individually on his or her part in the discussion.

- Think about something you have done that was “against the odds.” What did you think you couldn’t do? How did you manage to accomplish it?

**PROMPT 3** Read aloud the prompt. Have students discuss the prompt with a partner. Listen and evaluate each student individually on his or her part in the discussion.

- Talk about things you are afraid of. Do you have any phobias? What are they?

**MegaGoal, Book 6**  
**Units 4–6**  
**Speaking Test**

This Speaking Test is to be administered after students have completed Units 4–6. Choose **one** or **two** of the following speaking prompts for each student. For scoring, please refer to the **MegaGoal Speaking Test Rubric**.

**SPEAKING PROMPTS**

**PROMPT 1** Read aloud the prompt. Ask the student to respond orally.

- Do you ever gossip with your friends? Say when and why. Do you think that your gossip is ever harmful? Explain.

**PROMPT 2** Read aloud the prompt. Have students discuss the prompt with a partner. Listen and evaluate each student individually on his or her part in the discussion.

- Think about what you know about different languages. Which languages do you think would be difficult to learn? Why? Which languages do you think would be easy for you to learn? Why? Which languages do you want to learn? Why?

**PROMPT 3** Read aloud the prompt. Have students discuss the prompt with a partner. Listen and evaluate each student individually on his or her part in the discussion.

- Treasure hunting is a hobby of many people. Does this hobby interest you? Why or why not? What kind of treasure would you hunt for? Why?

**MegaGoal, Book 6**  
**Units 1–3**  
**Writing Test**

This Writing Test is to be administered after students have completed Units 1–3. Students choose **one** of the following writing prompts to write about. For scoring, please refer to the **MegaGoal Writing Test Rubric**.

**PROMPT 1** Do you agree or disagree with the following statement? Write an essay with reasons and details to support your opinion.

There is always something good that comes from making a mistake.

**PROMPT 2** Do you agree or disagree with the following statement? Write an essay with reasons and details to support your opinion.

It takes a very special type of person to survive a difficult or dangerous situation.

**PROMPT 3** Do you agree or disagree with the following statement? Write an essay with reasons and details to support your opinion.

Beauty is everywhere but not everyone can see it ...

**MegaGoal, Book 6**  
**Units 4–6**  
**Writing Test**

This Writing Test is to be administered after students have completed Units 4–6. Students choose **one** of the following writing prompts to write about. For scoring, please refer to the **MegaGoal Writing Test Rubric**.

**PROMPT 1** Is there a particular language that you would like to learn someday? Why? Write an essay explaining what you could do if you knew that language.

**PROMPT 2** Do you agree or disagree with the following statement? Write an essay with reasons and details to support your opinion.

Gossiping about other people is always wrong.

**PROMPT 3** Think about a story you know about a lost treasure. It can be a true story about a personal treasure you or someone you know has lost, or it could be a famous legend of lost treasure. Write an essay telling the story.

## MegaGoal Speaking Test Rubric

Score	Delivery	Language	Topic Relevance and Completeness
<b>4</b>	Speech is clear and fluent, including only minor difficulties in pronunciation and intonation.	The speaker shows good control of both complex and basic grammatical structures. Grammatical structures are chosen and used appropriately without long pauses or difficulty. Word choice is generally appropriate.	The speaker answers the question or completes the task satisfactorily. Ideas are intelligible, relevant, and well-organized.
<b>3</b>	Speech is generally clear and is fluent at times. Minor errors in pronunciation and intonation may interfere slightly, although speech is easily intelligible overall.	The speaker has fairly good control of grammatical structures. The use of structures and vocabulary may be slightly limited or contain minor errors, but the speech is easily intelligible overall.	The speaker answers the question or completes the task although idea development may be limited. Some details may be incomplete, irrelevant, or out-of-place.
<b>2</b>	Speech is clear at times but requires listener effort to understand due to problems with pronunciation and intonation. Speech may lack fluency.	The speaker uses limited vocabulary and grammatical structures. More complex structures contain errors and generally only basic vocabulary and grammar are intelligible.	The speaker attempts to answer the question or complete the task with some relevant ideas, but the response is not well developed. Ideas are not well-connected and the response requires listener effort to follow.
<b>1</b>	Speech is very difficult to understand or generally unintelligible due to problems with pronunciation and intonation. Speech lacks fluency and includes long pauses.	The speaker lacks enough vocabulary and control of grammatical structures to express his/her ideas. The speaker may use one-word responses, or practiced basic expressions.	The speaker is not able to express many relevant ideas. Speech may be repetitive and rely on the ideas and language used in the prompt.

## MegaGoal Writing Test Rubric

Score	Description
<b>4</b>	<ul style="list-style-type: none"><li>• Writing satisfactorily answers the question or completes the task.</li><li>• Writing is organized and coherent; ideas are well-developed and supported with details and examples.</li><li>• Writing shows strong command of language, using appropriate and varied word choice and grammatical structure.</li></ul>
<b>3</b>	<ul style="list-style-type: none"><li>• Writing answers the question or completes the task.</li><li>• Writing is fairly well organized and coherent; ideas are generally developed although support may be limited.</li><li>• Writing shows fairly good command of language, using appropriate word choice and grammatical structure, although minor errors are apparent.</li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>• Writing attempts to answer the question or complete the task.</li><li>• Writing is not well organized; ideas are insufficiently developed and supported.</li><li>• Writing contains limited vocabulary or frequently inappropriate word choice.</li><li>• Writing contains limited grammatical structure and major errors are apparent.</li></ul>
<b>1</b>	<ul style="list-style-type: none"><li>• Writing does not sufficiently answer the question or complete the task.</li><li>• Writing lacks organization; ideas are not developed or supported.</li><li>• Writing contains such serious errors in word choice and grammatical structure that the meaning is difficult to understand.</li></ul>
<b>0</b>	<ul style="list-style-type: none"><li>• There is no writing submitted or the writing is in the student's first language.</li></ul>