

## Washington International School in Taichung 2025-2026 2<sup>nd</sup> Semester – First Term Exam

### Review Criteria (Junior)

年級 科目	國一 Grade 7	國二 Grade 8	國三 Grade 9
<b>Social Studies</b>	<p><b>7SL-1/SL-2 – Mr. Zahn</b> The first midterm exam of the spring semester will cover these lessons: The Egyptian and Nubian Empires, The Assyrian Empire, The Persian Empire, and The Unification of China. Make sure you review all of your advanced-reading quizzes, as well as your card quiz.</p> <p>The breakdown of the exam will look like this: Fill in the Blank (28%), True-False / Fill in the Blank (5%), Multiple-Choice (27%), and Essay (40%).</p> <p><b>7LD-1/LD-2 – Mr. Genech</b> Module 4 , Empires in Africa &amp; Asia , Lessons 1, 2, 3 &amp; 4 ( Rgypt, Assyria, Persia , China )</p> <p>Question Types: M/C , True False, Fill in the Blank , Short Answer Questions</p>	<p><b>8ASL-1/ASL-2 – Mr. Kerlake</b> Module 13 Lessons 1 – 5</p> <p>Question Types: Multiple Choice, True False, Maps, Short Essay, Long Essay</p> <p><b>8SL –Mr. Genech</b> Module 13, People and Empires in the Americas , Lessons 1,2,5,6,7 - Early Civilizations, Maya, Aztecs, Incans</p> <p>Question Types: M/C , True False, Fill in the Blank , Short Answer Questions</p> <p><b>8LD –Mr. Genech</b> Module 13, People and Empires in the Americas , Lessons 1,2,5,6,7 - Early Civilizations, Maya, Aztecs, Incans</p> <p>Question Types: M/C , True False, Fill in the Blank , Short Answer Questions</p>	<p><b>9Honors - Mr. Zahn</b> The first midterm exam of the spring semester will cover these lessons: Spain’s Empire and European Absolutism, The Reign of Louis XIV, Central European Monarchs Clash, Absolute Rulers of Russia, and Parliament Limits the English Monarchy. Make sure you review all of your advanced-reading quizzes, as well as your card quiz.</p> <p>The breakdown of the exam will look like this: Fill in the Blank (26%), Multiple-Choice (24%), Short Answer (10%), and Essay (40%).</p> <p><b>9SL-1/SL-2 - Mr. Engels</b> Chapter 17: Lesson 1, 2, 3, and 5</p> <p>Question Types: Multiple Choice, Vocabulary Matching, Paragraph Questions, Essay</p> <p><b>9LD –Mr. Ritco</b> Textbook: Module 17, Lessons 1 – 5 (PP. 666-706); Workbook: Chapter 17, Lessons 1 – 5; - All questions and quizzes from the Workbook done in class.</p> <p>Question Types: MCQ, Fill - in - the Blank, Matching Definitions, Short - paragraph written responses.</p>

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<p><b>ELA</b></p>	<p><b>7SL-1 /7SL-1–Mr. de Wit / Mr. Pienaar</b></p> <p>1. Brainstorming – Venn Diagrams Student submitted two brainstorming diagrams comparing the selected stories. Teacher should review whether:</p> <ul style="list-style-type: none"> <li>Two <b>story features</b> are clearly identified (e.g., character, theme, setting, or plot).</li> <li>The Venn diagrams show <b>similarities and differences</b> between the two stories.</li> <li>Ideas show <b>understanding of both texts</b>.</li> <li><b>Examples or details from the stories</b> are included.</li> <li>The diagrams are <b>organized and readable</b>.</li> </ul> <p>2. Writing Process Student demonstrates completion of the full writing process. Teacher should review whether:</p> <ul style="list-style-type: none"> <li>A <b>first draft</b> of the essay is completed.</li> <li>The draft shows <b>editing or corrections</b>.</li> <li>A <b>peer review</b> was completed by a classmate.</li> <li>Feedback from peer review was <b>considered or incorporated</b>.</li> </ul> <p>3. Final Essay Students submitted a completed comparison essay. Teacher should review whether:</p> <ul style="list-style-type: none"> <li>The essay clearly <b>compares two stories</b>.</li> <li>Two <b>story features</b> are analyzed.</li> <li>The essay includes a <b>clear introduction and thesis</b>.</li> <li>Body paragraphs explain <b>similarities and</b></li> </ul>	<p><b>8ASL-1/8ASL-2–Mr. Hopkins / Ms. Alice</b></p> <p>Readings “The Treasure of Lemon Brown” by Walter Dean Myers “Boots of Spanish Leather” by Bob Dylan “The Song of Hiawatha” by Henry Wadsworth Longfellow Oliver Twist (film study)</p> <p>Skills, Concepts &amp; Literary Devices Vocabulary: using words correctly in full sentences Understanding themes and ideas across texts Character analysis: motivations, perspective, development, and interpretation of character actions Symbolism: interpreting symbolic meaning in texts Literary devices: metaphor, simile, rhyme scheme, tone and mood, repetition, rhythm, imagery, caricature, personification, alliteration, irony, hyperbole, puns, etc. Ballads and narrative poetry: understanding how poems tell stories through characters, conflict, and events Point of view: third-person limited vs. third-person omniscient Film analysis: character portrayal and its effects Visual interpretation: describing images using specific details and connecting images to themes or events from studied texts Cultural perspective: considering how an author's background may influence a text Writing structure: TS, EL, SD, ER, CS</p> <p>Question Types: I. Vocabulary II. Multiple Choice III. Visual Interpretations and Connections (Image Analysis) IV. Paragraph Responses V. New Text and Reading Comprehension</p>	<p><b>9Honors - Mr. Dumont</b></p> <p>Summative Assessment: Essay Response</p> <p>Students will write a 5-paragraph literary analysis essay explaining how visual and language choices develop a theme and critique of society.</p> <p>Students will demonstrate their ability to: Identify visual techniques and literary devices used in the text Explain how these choices develop a theme Connect the theme to a social criticism and a real-world issue Support ideas with specific evidence from the text Write a clear, organized analytical essay with strong conventions</p> <p>See Assignment on Mangebac for further details.</p> <p>Question Types: Essay</p> <p><b>9SL-1/9SL-2 - Mr. Cooper / Ms. Farris</b> Vocabulary, "I Have A Dream" - MLK, "Any Means Necessary" - Malcolm X, "Twelve Angry Men," Grammar - Relative Clauses, rhetorical devices, persuasive language, analogy, figurative language, Ethos, Pathos, Logos</p> <p>Question Types: Vocabulary, grammar, multiple choice, image analysis, short answer free response</p>

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ELA	<p><b>differences.</b></p> <ul style="list-style-type: none"> <li>Evidence from the stories is included.</li> <li>Writing is <b>organized and understandable.</b></li> </ul> <p>4. Presentation (Canva / Google Slides) Student created and delivered a presentation explaining their comparison. Teacher should review whether:</p> <ul style="list-style-type: none"> <li>Slides summarize the <b>main ideas from the essay.</b></li> <li>The presentation includes <b>evidence or examples</b> from the stories.</li> <li>Slides are <b>clear and visually organized.</b></li> <li>The student presents their ideas clearly.</li> <li>The presentation stays within the <b>2–3 minute time frame.</b></li> </ul> <p>5. Academic Integrity Teacher should confirm whether:</p> <ul style="list-style-type: none"> <li>The student’s ideas appear to be <b>their own work.</b></li> <li>Any <b>AI use is properly cited.</b></li> <li>Sources are acknowledged if used.</li> </ul>	<p><b>8SL –Mr. Pienaar</b></p> <ul style="list-style-type: none"> <li>Readings &amp; Film                     <ul style="list-style-type: none"> <li>“The Treasure of Lemon Brown” by Walter Dean Myers</li> <li>“Boots of Spanish Leather” by Bob Dylan</li> <li>“The Song of Hiawatha” by Henry Wadsworth Longfellow</li> </ul> </li> <li>Oliver Twist (2005 film, directed by Roman Polanski)</li> <li>Genre Focus: short story, ballad, narrative poetry, and film study</li> <li>Skills, Concepts &amp; Literary Devices</li> <li>Vocabulary: definitions, context clues, and using words in full sentences</li> <li>Understanding theme and message across prose, poetry, and film</li> <li>Character and speaker analysis: motivations, values, relationships, and development</li> <li>Literary devices: imagery, mood, tone, symbolism, repetition, and figurative language</li> <li>Poetic structure and sound: rhythm, stanza, line patterns, and repetition</li> <li>Comparing genres and texts: short story, song lyrics/ballad, narrative poem, and film</li> <li>Film study skills: character interpretation, setting, conflict, and film-text connections</li> <li>Writing structure: TS, EL, SD, ER, CS</li> <li>Making text-to-text and film-to-text connections using evidence</li> <li>Image interpretation: visual description and text-to-text connections</li> <li>Key concepts of value, separation, journey, poverty, tradition, and identity</li> </ul>	<p><b>9LD –Mr. Alan</b></p> <p>Reading: I Have a Dream. Testimony Before Senate Rhetorical Devices (Analogy/ Repetition/ Parallelism ) Persuasive Appeals (Ethos/ Logos/ Pathos) Loaded Language Persuasive speech Claims, Reasons and Evidence</p> <p>Question Types: Vocabulary, Short Answers Questions, Rhetorical Devices questions, Imagery Questions, Paragraph Writing, Grammar, Extra Reading</p>

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ELA	<p><b>7LD-1/7LD-2 – Ms. Ann Liou / Ms. Jenny</b></p> <p><b>1. Brainstorming – Venn Diagrams</b> Students submitted two brainstorming diagrams comparing the selected stories.</p> <p>Teacher should review whether:</p> <ul style="list-style-type: none"> <li>• Two <b>story features</b> are clearly identified (e.g., character, theme, setting, or plot).</li> <li>• The Venn diagrams show <b>similarities and differences</b> between the two stories.</li> <li>• Ideas show <b>understanding of both texts</b>.</li> <li>• <b>Examples or details from the stories</b> are included.</li> <li>• The diagrams are <b>organized and readable</b>.</li> </ul> <p><b>2. Writing Process</b> Students demonstrate completion of the full writing process.</p> <p>Teacher should review whether:</p> <ul style="list-style-type: none"> <li>• A <b>first draft</b> of the essay is completed.</li> <li>• The draft shows <b>editing or corrections</b>.</li> <li>• A <b>peer review</b> was completed by a classmate.</li> <li>• Feedback from peer review was <b>considered or incorporated</b>.</li> </ul> <p><b>3. Final Essay</b> Students submitted a completed comparison essay.</p> <p>Teacher should review whether:</p> <ul style="list-style-type: none"> <li>• The essay clearly <b>compares two stories</b>.</li> <li>• Two <b>story features</b> are analyzed.</li> <li>• The essay includes a <b>clear introduction and thesis</b>.</li> <li>• Body paragraphs explain <b>similarities and differences</b>.</li> </ul>	<p>Question Types:</p> <p>I. Vocabulary II. Multiple Choice III. Visual Interpretations and Connections (Image Analysis) IV. Paragraph Responses V. New Text and Reading Comprehension</p> <p><b>8LD – Ms. Bei</b></p> <p>Readings: Short Story 1&amp;2</p> <ul style="list-style-type: none"> <li>- The Ransom of Red Chief</li> <li>- The Treasure of Lemon Brown</li> </ul> <p>Reading skill &amp; Literacy device: Irony / conflict / third-person omniscient point view</p> <p>Writing: descriptive writing</p> <p>Introduction Paragraph: Introduce the topic Body Paragraph: Give detailed description (five sensory) Conclusion: Final feeling and importance</p> <p>Grammar Section: Five sensory verbs</p> <p>Questions type:</p> <ol style="list-style-type: none"> <li>1) Vocabulary: Definitions &amp; Sentence Making</li> <li>2) Reading Comprehension             <ul style="list-style-type: none"> <li>- Multiple Choice</li> <li>- Short answers</li> </ul> </li> <li>3) Grammar in use</li> <li>4) Extra Reading &amp; Writing</li> <li>5) Descriptive Writing</li> </ol>	

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Math	<p><b>7 Group-1-Mr. CJ</b> Chapters 16, 14, and 6* (Alg 1)</p> <p>Question Types: Multiple Choice and Free Response</p> <p><b>7 Group-2-Ms. Apple Yuan</b> Chapter 8 – Circles and Areas 8.1 Circles and circumference. 8.2 Perimeters of Composite Figures 8.3 Areas of Circles 8.4 Areas of Composite Figures</p> <p>Chapter 9- Surface Area and Volume 9.1 Surface Areas of Prisms 9.2 Surface Areas of Pyramids 9.3 Surface Areas of Cylinders 9.4 Volumes of Prisms 9.5 Volumes of Pyramids</p> <p>Chapter 10-Volume and Similar Solids 10.1 Volumes of Cylinders 10.2 Volumes of Cones</p> <p>Question Types: Multiple choice and Free response</p>	<p><b>8 Group-1- Mr. CJ</b> Chapters 7 and 8</p> <p>Question Types: Classify, Proofs, Free Response, etc.</p> <p><b>8 Group-2- Mr. Willemse</b> Polynomial Equations and Factoring 7.1 – 7.9 Graphing Quadratic Functions 8.1, 8.3</p> <p>Question Types: Free Response and Multiple Choice</p> <p><b>8 Group-3-Mr. Josh</b></p> <ul style="list-style-type: none"> <li>• Unit 7 Polynomial Equations and Factoring: 7.1-7.9</li> <li>• Unit 8 Graphing Quadratic Functions: 8.1, 8.3</li> </ul> <p>Question Types: • Multiple choice • Free response</p> <p><b>8 Group-3-Mr. Wu</b> CH7,8.1,8.3</p> <p>Question Types: Free response, paragraphs, multiple choice</p>	<p><b>9 Group-1- Mr. Willemse</b> 1st Semester to Polynomials 0.1 – 4.8 Radicals and Rational Exponents 5.1 – 5.6 Exponential Functions 6.1 – 6.2</p> <p>Question Types: Free Response and Multiple Choice</p> <p><b>9 Group-2-Mr. CJ</b> Chapters 7 and 8</p> <p>Question Types: Classify, Proofs, Free Response, etc.</p> <p><b>9 Group-3-Mr. Michael Huang</b> 6.1~7.5</p> <p>Question Types: Free response, multiple choice</p> <p><b>9 Group-4- Mr. Wu</b> CH6, CH7</p> <p>Question Types: Free response, paragraphs, multiple choice</p>

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Math	<p><b>7 Group-3-Mr. Michael Huang</b> 8.1~10.2</p> <p>Question Types: Free response, multiple choice</p> <p><b>7 Group-4-Mr. Wu</b> CH8,CH9,10.1-10.2</p> <p>Question Types: Free response, paragraphs, multiple choice</p>		

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Science	<p><b>7 Group 1- Mr. Geswint</b> Chapters 1.8 - 1.10, 5.1 - 5.5, 6.1 - 6.6</p> <p>Question Types: Multiple choice, true or false, free response(short questions), label and draw diagrams</p> <p><b>7 Group 2- Ms. Dela Cruz</b> 1.8 Characteristics of Life 1.9 Organization of Living Things 1.10 Domain 5.1 Viruses 5.2 Bacteria Characteristics 5.3 Bacteria Nutrition 5.4 Bacteria Reproduction 5.5 Bacteria and Humans 6.1 Protist Characteristics 6.2 Protist Nutrition 6.4 Algae 6.6 Importance of Protists 6.7 Fungi 6.8 Fungi Structure</p> <p>Question Types: Multiple choice, modified true or false, diagram, and free response</p>	<p><b>8 Group 1- Mr. Anacoura</b> 15.1-15.10, 16.1-16.5</p> <p>Question Types: Multiple choice &amp; Free response</p> <p><b>8 Group 2- Mr. Geswint</b> Chapter 15(15.1 - 15.10), Chapter 16(16.1 - 16.5)</p> <p>Question Types: Multiple choice, true or false, free response (short questions), calculations (half life)</p> <p><b>8 Group 3- Mr. Malimata</b> 15. Understanding Earth's History 15.1 How Fossilization Creates Fossils 15.2 Types of Fossilization 15.3 Earth History and Clues from Fossils 15.4 Principles of Relative Dating 15.5 Determining Relative Ages 15.6 Correlation Using Relative Ages 15.7 Geologic Time Scale 15.8 Tree Rings, Ice Cores, and Varves 15.9 Radioactive Decay as a Measure of Age 15.10 Radiometric Dating 15.11 Age of Earth 16. Earth's History 16.1 Formation of the Sun and Planets 16.2 Formation of Earth 16.3 Formation of the Moon 16.4 Early Atmosphere and Oceans 16.5 Precambrian Continents</p>	<p><b>9 Group 1-Biology – Ms. Dela Cruz</b> 5.1 History of Life 5.2 Formation of Earth 5.3 First Organic Molecules 5.4 First Cell 5.5 Eukaryote Evolution 5.10 Classification 5.11 Phylogeny and Cladistics 5.12 Darwin 5.13 Influences on Darwin 5.14 Theory of Evolution 5.15 Fossils 5.16 Comparative Anatomy 5.17 Biogeography 5.18 Population Genetics 5.19 Hardy-Weinberg 5.20 Forces of Evolution 5.21 Natural Selection 5.22 Origin of Species</p> <p>Question Types: Multiple choice, modified true or false, diagram, and free response</p> <p><b>9 Group 2 - Biology- Mr. Anacoura</b> 5.1-5.5, 5.10-5.17, 5.20-5.22</p> <p>Question Types: Free response, multiple choice</p>

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Science	<p><b>7 Group 3-Mr. Malimata</b>                      1.8 Characteristics of Life                      1.9 Organization of Living Things                      1.10 Domain                      5.1 Viruses                      5.2 Bacteria Characteristics                      5.3 Bacteria Nutrition                      5.4 Bacteria Reproduction                      5.5 Bacteria and Humans                      6.1 Protist Characteristics                      6.2 Protist Nutrition                      6.3 Protozoa                      6.4 Algae                      6.6 Importance of Protists                      6.7 Fungi                      6.8 Fungi Structure</p> <p>Question Types:                      A. Multiple Choice                      B. Contrasting                      C. Free Response</p> <p><b>7 Group 4- Ms. Karen Lin</b>                      1.8-5.5, 6.1, 6.2, 6.4, 6.7, 6.8</p> <p>Question Types:                      Multiple Choice Questions, True/False, Completion, Short Response</p>	<p>Question Types:                      A. Multiple Choices                      B. Modified True or False                      C. Free Response</p> <p><b>8 Group 4- Ms. Karen</b>                      15.1-15.10, 16.1-16.4</p> <p>Question Types:                      Multiple Choice Questions, True/False, Completion, Short Response</p>	<p><b>9 Group 3- Biology- Ms. Karen Lin</b>                      5.1-5.22</p> <p>Question Types:                      Multiple Choice Questions, True/False, Completion, Free Response questions</p> <p><b>9 Group 4 - Biology- Mr. Geswint</b>                      Chapter 4(4.1 - 4.8), Chapter 5(5.1 - 5.5, 5.10, 5.11)</p> <p>Question Types:                      Multiple choice, true or false, free response(short questions)</p>

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Chinese	<p><b>G7-1/7-2 –Mr. Franky</b></p> <p>一、考試範圍</p> <p>1. 國文一下 第一課《聲音鐘》(全)+ 第三課《紙船印象》(課本 p32-33、習作 p16-17)</p> <p>2. 字音字形表</p> <p>二、 評分標準</p> <p>1. 閱讀理解能力標準</p> <p>理解文意：能夠掌握文章主旨與段落大意。            細節理解：能正確回答文章中的明確訊息題。            推論能力：能根據上下文合理推論隱含意思。            語境判斷：能辨識詞語在文中的用法與意義。            整合表達：簡答題回答完整、語句清楚，不偏離問題。</p> <p>Question Types:</p> <p>1. 改錯字            2. 填空題            3. 選擇題            4. 閱讀理解            5. 短文分析</p>	<p><b>G8-1/8-2–Mr. Franky</b></p> <p>一、考試範圍</p> <p>1. 國文二下 第一課《運動家的風度》(全)+ 第二課《木蘭詩》(課本 p18-19、習作 p10-11)</p> <p>2. 字音字形表</p> <p>二、 評分標準</p> <p>1. 閱讀理解能力標準</p> <p>理解文意：能夠掌握文章主旨與段落大意。            細節理解：能正確回答文章中的明確訊息題。            推論能力：能根據上下文合理推論隱含意思。            語境判斷：能辨識詞語在文中的用法與意義。            整合表達：簡答題回答完整、語句清楚，不偏離問題。</p> <p>Question Types:</p> <p>1. 改錯字            2. 填空題            3. 選擇題            4. 閱讀理解            5. 短文分析</p>	

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Foreign Language			<p><b>Spanish I—Ms. Ivania 王意嵐老師</b>                      ESPACIO JOVEN--UNIDAD 3</p> <p>Question Types:                      • Part A: Escribe el adjetivo posesivo correcto (mi, mis, tu, tus, su, sus, nuestro/a/os/as, vuestro/a/os/as) según el sujeto entre paréntesis.                      • Part B: Completa con el demostrativo correspondiente. (este/esta/estos/estas)                      • Part C: Completa los espacios en la tabla conjugando los verbos en presente.                      • Part D: Completa las oraciones con la forma correcta del verbo.                      • Part E: Números en español.</p> <p><b>Spanish I—Ms. Wang 王文英老師</b>                      Spanish verbs conjugation in present tense; the time.</p> <p>Question Types:                      Conjugation charts, filling in blanks, translation</p> <p><b>Spanish II-1—Ms. Tsai 蔡宜珍老師</b>                      命令式 Imperative Sentence</p> <p>Question Types:                      Multiple choice</p> <p><b>Spanish II-2—Ms. Lin 林美伶老師</b>                      動詞變化：-IR 為主，-AR, -ER 為輔（含規則、不規則）；                      反身動詞；GUSTAR 喜歡（含間接受格）</p> <p>Focus on <b>-IR verbs</b>, with <b>-AR</b> and <b>-ER verbs</b> as supplementary (including both regular and irregular forms); <b>reflexive verbs</b>;</p>

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Foreign Language			<p>the verb “gustar” (to like), including indirect object pronouns.</p> <p>Question Types: Free response</p> <p><b>Spanish III – Ms. Roxana</b></p> <p>Grammar Focus</p> <p>A.- Verb Tenses in Context</p> <ol style="list-style-type: none"> <li>1. Contrast between Preterito Perfecto and Preterito Indefinido.</li> <li>2. Describe personal experiences Todavía /Aun – Ya.</li> </ol> <p>B.- Indefinite Pronouns and Adjectives</p> <ol style="list-style-type: none"> <li>3. Pronombres Indefinidos <ul style="list-style-type: none"> <li>• For people: Alguien - Nadie</li> <li>• For things: Algo - Nada</li> <li>• For people and things: Alguieno/a/os/as - Ninguno/a/os/as</li> </ul> </li> <li>4. Adjetivos Indefinidos <ul style="list-style-type: none"> <li>Algun/a/os/as</li> <li>Ningun/a/os/as</li> </ul> </li> </ol> <p>C.- Expressing Habits</p> <ol style="list-style-type: none"> <li>5. Soler + infinitivo (present tense)</li> </ol> <p>D.- Vocabulary &amp; Usage</p> <ol style="list-style-type: none"> <li>6. Social and Cultural Topics Young people and free time: Las Redes Sociales</li> </ol> <p>E.- Cultural Focus</p> <ol style="list-style-type: none"> <li>7. Latin American Gastronomy – The Tamal</li> <li>8. Festivals and Traditions - Chinese/Lunar New Year</li> </ol>

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Review Criteria (Junior)

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Foreign Language			<p>Question Types: Free response Multiple Choice Fill the blanks Translation</p> <p><b>French I – Ms. Huang 黃鈴瑯老師</b> 1. Edito 1:P.42、44、46~49 . 2. 動詞變位 Verb conjugation: acheter、payer、aller</p> <p>Question Types: Multiple choice</p> <p><b>French II – Ms. Julie Cooper</b> 1. Grammar Accuracy</p> <ul style="list-style-type: none"> <li>• Correct use of French verb conjugations (especially aller and prendre).</li> <li>• Correct sentence structure (subject + verb + complement).</li> <li>• Proper use of negation (ne...pas).</li> <li>• Correct use of prepositions such as à, au, en.</li> </ul> <p>2. Vocabulary Usage</p> <ul style="list-style-type: none"> <li>• Accurate use of vocabulary related to:</li> <li>• Places (café, école, théâtre, restaurant, etc.)</li> <li>• Food and drinks</li> <li>• School activities</li> <li>• Restaurant expressions</li> <li>• Correct spelling of French words.</li> </ul> <p>3. Sentence Formation</p> <ul style="list-style-type: none"> <li>• Ability to form complete and meaningful sentences.</li> </ul>

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**Review Criteria (Junior)**

年級 科目	國一 Grade 7	國二 Grade 8	國三 Grade 9
<p align="center"><b>Foreign Language</b></p>			<ul style="list-style-type: none"> <li>• Correct word order in statements and answers.</li> <li>• Appropriate use of pronouns and articles (le, la, les, un, une, des).</li> </ul> <p>4. Comprehension and Response</p> <ul style="list-style-type: none"> <li>• Students answer personal questions clearly and appropriately.</li> <li>• Responses show understanding of the question.</li> <li>• Answers are written in complete sentences when required.</li> </ul> <p>5. Translation Accuracy</p> <ul style="list-style-type: none"> <li>• Correctly translate English to French.</li> <li>• Maintain correct grammar, vocabulary, and meaning.</li> </ul> <p>6. Quantity and Food Identification</p> <ul style="list-style-type: none"> <li>• Correctly identify food items and use the correct quantities such as:                             <ul style="list-style-type: none"> <li>• une douzaine</li> <li>• un paquet</li> <li>• un kilo</li> <li>• une bouteille</li> <li>• un pot</li> </ul> </li> </ul> <p>7. Writing Quality</p> <ul style="list-style-type: none"> <li>• Clear handwriting and organization.</li> <li>• Minimal spelling errors.</li> <li>• Answers written in the correct space.</li> </ul> <p>8. Participation and Effort</p> <ul style="list-style-type: none"> <li>• Student attempts all questions.</li> <li>• Demonstrates effort in longer personal responses.</li> </ul>

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Review Criteria (Junior)

年級 科目	國一 Grade 7	國二 Grade 8	國三 Grade 9
Foreign Language			<p>Question Types: Fill up blanks</p> <p><b>Japanese I – Ms. Hsieh 謝宛妮老師</b> 課本第 7-8 課 Unit 7-8</p> <p>Question Types: 選擇、是非、閱讀測驗 Multiple Choice, True/False, Reading Comprehension</p> <p><b>Japanese II – Ms. Pearl Lu</b> Lesson 4 (Ask and describe where things/people are)</p> <p>Question Types: MCQ, fill-in-the-blanks, short response</p> <p><b>Japanese III – Ms. Chang 張育如老師</b> 大家的日本語初級 2 第 18 課 19 課 71 頁到 89 頁 Textbook: Lessons 18 &amp; 19 (Pages 71–89)</p> <p>Question Types: Multiple choice</p> <p><b>Korean I – Ms. Chiang 姜圭珍老師</b> 韓文的助詞、疑問詞、過去式、跟味道關聯的單詞 Korean particles, question words, past tense, and vocabulary related to taste</p> <p>Question Types: Multi question type, short-answer questions</p>

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Review Criteria (Junior)

年級 科目	國一 Grade 7	國二 Grade 8	國三 Grade 9
Foreign Language			<p><b>German II – Mr. Hsieh 謝志明老師</b> Lesson 14</p> <p>Question Types: Vocabularies, sentences order, free responses</p> <p><b>German III – Ms. Lin 林秋樺老師</b> Lesson 4 Workbook all</p> <p>Question Types: 是非、選擇、配合、翻譯 True/False, Multiple Choice, Matching, Translation</p>