

Integrating Performance Assessment into World Language Classrooms

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Agenda

- ▶ Introductions
- ▶ Definitions
- ▶ Classroom implementation
- ▶ Example #1
- ▶ Example #2
- ▶ Logistics and reflections
- ▶ Follow-up

Purposes

By the end of the Webinar, you will have

- ▶ learned about definitions of performance assessment;
- ▶ participated in two examples of performance assessment implementation;
- ▶ discussed logistics of performance assessment implementation; and
- ▶ identified additional resources to learn more about performance assessment.

Getting started



- ▶ Who's here?
- ▶ Why are you here?
- ▶ How do you define performance assessment?

Who's here? Survey says...

- ▶ Spanish (N=48)
- ▶ French (N = 32)
- ▶ German (N=27)
- ▶ Chinese (Mandarin) (N = 26)
- ▶ English as a Second Language (20)
- ▶ Other languages: **American Sign Language, Arabic, Hebrew, Hindi, Italian, Japanese, Korean, Latin, Persian/Farsi, Portuguese, Russian, Swahili, Turkish, Urdu, Vietnamese**

Quick vote

- ▶ How many teach
 - pK-5?
 - 6-8?
 - 9-12?
 - community college?
 - 4-year university?
 - adult?

Why are you here? Survey says...

- ▶ *As a methods instructor I am eager to learn anything that will improve my own teaching and that of the students in my methods course.*
- ▶ *I would like to learn how to do assessment more intentionally.*
- ▶ *I want to become a leader in my district for making students' experience in WL classrooms more authentic and reality-based.*
- ▶ *I am interested in making my assessments as meaningful (for students) as possible, and to ensure that the assessments are clearly connected to everyday classroom activities & assignments.*
- ▶ *Assessment is my weak point in teaching.*

Quick vote

- ▶ How many are here to
 - Learn about how to assess your own students?
 - Learn how to provide professional development to instructors in your district?
 - Find out new ideas?

How do you define performance assessment?

Survey says...

- ▶ *An alternative way of assessment to traditional ones in which students perform a task rather than answer multiple choice tests or tests alike.*
- ▶ *Authentic tasks which show the level to which students can use the target language.*
- ▶ *It is a more ethical approach to assessment that cares for learners' development rather than ranking the students. It encourages them to think rather than tick!*
- ▶ *I do not know??*

Definition of performance assessment

Performance assessments

- ▶ **require and expect** students to use language in real-life situations (Norris et al., 2008; Sandrock, 2010);
- ▶ **demand** that students develop an understanding of what real-life situations are like in the language; and
- ▶ are based on **performance** or the active construction of language rather than a demonstration of passive understanding only.

Unpacking the definition



- ▶ What does it mean to perform?



Performance assessment means

- ▶ Doing something!
- ▶ Comparing the results against specific expectations
- ▶ Understanding the expectations
- ▶ Understanding why your results are rated a particular way

Performance tasks are....

- ▶ Performed in actual situations or tasks that students might be asked to conduct in the language
- ▶ Developed by instructors to allow students to show what they know by completing a task
- ▶ Aligned with student language knowledge
- ▶ Real-life, authentic scenarios or tasks

Assessing the performance



How do we assess discrete tasks?

- ▶ Right/wrong

How do we assess open-ended tasks?

- ▶ Rubrics
- ▶ Checklists

Purposes for performance assessment

- ▶ Find out what your students can do.
- ▶ Align your expectations of what students can do with assessments.
- ▶ Exert positive impact on learning.
- ▶ Teach what gets tested.

Aligning performance assessment with learning

- ▶ The big question: What do you want your students to know and be able to do?



Example 1: Younger students (1/3)

- ▶ Scenario: Mr. Lee teaches Chinese for grades K-5 in a FLES (Foreign Language in Elementary Schools) program. He works with about 250 students per week; he sees some classes three times per week and some twice per week.
- ▶ His mission: Assess students' oral proficiency during class at least once per unit.
- ▶ Will he accept this mission?

Example 1: Younger students (2/3)

Program Goals: What is Mr. Lee teaching?

- ▶ Prepare students to develop functional skills in listening, speaking, reading, and writing in Chinese.
- ▶ Provide a nurturing environment where students feel comfortable learning a second language.
- ▶ Develop proficiency in oral and written communication in Chinese through the integration of language skills and concepts taught in the content areas.
- ▶ Encourage all students to develop an understanding and appreciation for other cultures.

Quick vote



Which program goal should he focus on first?

- ▶ Functional skills
- ▶ Nurturing environment
- ▶ Integrated skills with other content areas
- ▶ Cultural understanding

Example 1: Younger students (3/3)



Why is he assessing his students?

Example 1: Younger students (3/3)



What should Mr. Lee think about in designing an oral performance assessment?

- ▶ What is he teaching?
- ▶ What proficiency level is most salient for these students?
- ▶ How can he assess the students meaningfully?
- ▶ How can he do this in eight classes of 20-25 students who are in different grades?

Before we get started, Mr. Lee, why are you assessing your students?

- ▶ *Great question. At the beginning of the year, I met with the district World Language supervisor and the other FLES teacher, and we decided that we needed more classroom assessments that measure progress toward speaking proficiency. We use a listening and reading test in grades 3 and 5, but when we assessed oral proficiency with some students last year, they were really hesitant. They said they aren't used to speaking so much! **I want to assess my students' oral performance after each unit so that they speak more and understand that it is important in reaching district goals.***

Step 1: The topic area



What has Mr. Lee been teaching?

- ▶ His older classes have been focusing on travel in the U.S. and other countries.
- ▶ His younger classes have been focusing on transportation.
- ▶ He's been aligning the content to the areas of the U.S. and countries taught in social studies for the older students.
- ▶ He's also been teaching about student likes and dislikes.
- ▶ **Conclusion: Travel and transportation are the foci!**

Step 2: Proficiency level

What proficiency level is most salient for Mr. Lee's students?

- ▶ The school district expects students to exit the FLES program at the Novice Mid-High proficiency level in speaking according to the *ACTFL Proficiency Guidelines—Speaking*.
- ▶ This means student performance from K-5 will range from Novice-Low to Intermediate levels
- ▶ **Conclusion: Mr. Lee should have tasks at the Novice and Intermediate levels so students can show all that they can do.**

Step 3: Meaningful assessment

How can Mr. Lee assess his students meaningfully?

- ▶ Mr. Lee wants the students to talk about travel, but they can't really speak at length at the Novice level. He also wants to make sure that his more proficient students get to show what they can do. He wants each student to ask and answer at least 3 questions, using memorized words and phrases and allowing the more proficient students to expand to using novel sentences and combinations.
- ▶ **Conclusion: Mr. Lee needs to develop a set of tasks with short activities embedded so that students have multiple opportunities to show what they can do and he has multiple opportunities for assessment.**

Step 4: Implementation

Can Mr. Lee do this in a way that will work with 200 students in different grades and 25 students in each class?

- ▶ Yes, and he needs to keep it manageable with instant results for himself.
- ▶ How will he implement this assessment?

Implementation: Planning



| Topic | Level | Function | Expected Response |
|--|--------------|---|---|
| Travel: Planes, trains, cars, buses, feet | Novice | Ask questions Respond to questions | 3 questions from previously memorized forms 3 responses of one or two words to a short chunk of memorized language |
| Travel: Planes, trains, cars, buses, feet | Intermediate | Ask questions Respond to questions | Form three questions of different types that are new or re-created from memorized forms 3 responses that use vocabulary about travel, cities and likes/dislikes |

Implementation: Making a task

A task allows the student to communicate in the language and may be comprised of one or more interrelated activities that

- ▶ give students multiple opportunities to show what they can do;
- ▶ allow instructors multiple opportunities to observe student performance; and
- ▶ provide data to be assessed by a rubric or checklist.

Product: Mr. Lee's Task

- ▶ Directions: *In pairs of two, you will take turns asking and answering questions. Each of you should ask at least three questions and answer each question your buddy asks. I am going to walk around and listen to you asking these questions. I also want you to use this paper to show how many questions you asked and answered.*
- ▶ You need to ask at least three questions about how your buddy travels (planes, trains, cars, feet, bus), where your buddy goes, and who he goes with on trips.


Mr. Lee and Sophia's demonstration

▶ Example:

- Mr. Lee: How do you get to school?
- Sophia: Bus.
- Mr. Lee: How do you get home from school?
- Sophia: Bus
- Mr. Lee: Who is on the bus with you?
- Sophia: Naomi, José, Ellie, Mackenzie...
- Sophia: How do you get to school?
- Mr. Lee: I drive a car to school.
- Sophia: How do you get home?
- Mr. Lee: I drive home.
- Sophia: Do you like airplanes?
- Mr. Lee: Yes, and I take a plane to China every summer.

Checklist: Students



| Name: | Unit 6 | | Speaking Assessment | | |
|---|---|---|---------------------|---|---|
| Circle the number of questions you asked. | ? | ? | ? | ? | ? |
| How does your buddy get to school? |  The illustration shows three items related to transportation: a crosswalk sign with a black and white pedestrian symbol on a yellow background, a blue minivan, and a yellow school bus. | | | | |
| Who does your buddy go to and from school with? | | | | | |
| What else did you find out about your buddy? | | | | | |

Checklist: Teachers (Novice)



| Student Name: | | Grade: | Unit 6 | |
|-----------------------------|---|--------|----------|--|
| Task | Rating Scale | Points | Comments | |
| Asking questions- Novice | 0= no questions 1= asked 1-2 somewhat questions 2= asked 2-3 somewhat comprehensible questions 3= asked 2-3 comprehensible questions | | | |
| Vocabulary | 0 = used very few words from unit 2= used vocabulary words from unit | | | |
| Listening | 0 = Student did not show understanding of buddy 2 = Student showed understanding of buddy's questions/responses | | | |

Checklist: Teachers (Intermediate)



| Student Name: | | Grade: | Unit 6 | |
|-------------------------------|---|--------|----------|--|
| Task | Rating Scale | Points | Comments | |
| Asking questions-Intermediate | 0= Asked 1-2 formulaic questions 1= asked 2-3 formulaic questions 2= Asked 2-3 different questions 3 = Asked 2-3 different | | | |
| Vocabulary | 0 = Used a little vocabulary from unit 2= used at least 4 transportation words | | | |
| Listening | 0 = Student did not show understanding of buddy 2 = Student showed understanding of buddy's questions/responses | | | |

Logistics: Mr. Lee's Task

- ▶ Mr. Lee puts the students in pairs and walks from group to group to listen to the student responses. They do some other activities while they wait for him to come by and then conduct this activity while he is there. He uses his checklist to show how well they have completed the task. He shares the results of his assessment with each student and lets the student compare his or her own self-assessment checklist with his.

Example 2: Older students (1/3)

- ▶ Scenario: Dr. Thompson teaches in a high school Spanish for fluent speakers program, and her students are varied. Some participated in a two-way immersion program and some have been educated in Spanish-speaking countries. Some will take the AP exam; many want to enroll in Spanish in college. Dr. Thompson wants to work with her students' writing so that they will succeed on university-level Spanish writing assignments.
- ▶ Her mission: Assess students' writing proficiency **during** class at least once per unit. This will allow her to check for patterns of mistakes that might be eliminated with the many revisions students make to their papers.

Example 2: Older students (2/3)



Program Goals: What is Dr. Thompson teaching?

- ▶ Prepare students to extend their writing skills for university-level classes.
- ▶ Prepare for a national test of language.
- ▶ Complete language requirement for college admission.
- ▶ Learn about literature and culture in Spanish-speaking countries.

Example 2: Older students (3/3)

What should Dr. Thompson think about in designing an in-class writing assessment?

- ▶ Why is she assessing her students?
- ▶ What is she teaching?
- ▶ What proficiency level is most salient for these students?
- ▶ How can she assess these students meaningfully?
- ▶ How can she do this in two classes of 20-25 students who have very different needs and goals?

Before we get started, Dr. Thompson, why are you assessing your students?

- ▶ *Great question. Some of my students have been taking Fluent Speakers classes since elementary school and many take the AP course. Some are heritage speakers or moved here from a Spanish-speaking country and others were in our two-way immersion program. However, I hear from university colleagues that student writing skills in Spanish are lacking, and I want to work with my students to improve them before they go to college or the workforce. I want to provide in-class assessments so that they can workshop their writing with each other and identify areas where they need to improve.*

Step 1: The topic area



What has Dr. Thompson been teaching?

- ▶ She has been working on a unit that shows how geography and its features (water, mountains, natural resources, proximity to other areas, vegetation, farming) change personal and community decisions.

Step 2: Proficiency level

What proficiency level is most salient for Dr. Thompson's students?

- ▶ The school district expects students to reach the Advanced-Low level according to the *ACTFL Proficiency Guidelines-Writing* by the end of the fourth course
- ▶ Students currently enrolled range from being able to write long essays in formal Spanish to being able to write a few sentences.
- ▶ **Conclusion: Dr. Thompson should have tasks at the Intermediate and Advanced levels so students can show all that they can do.**

Step 3: Meaningful assessment



How can Dr. Thompson assess her students meaningfully?

- ▶ Dr. Thompson wants her students to develop writing skills that will help them in college-level courses.
- ▶ The curriculum states that: Students shall process oral, written, and/or visual messages in *standard Spanish* (interpretive).
- ▶ Students shall present to an audience of listeners and/or readers in *standard Spanish* (presentational).
- ▶ **Conclusion: Dr. Thompson should develop some tasks that allow students to show their Spanish writing ability across different contexts.**

Step 4: Implementation

Can Dr. Thompson do this in a way that will provide meaningful feedback to students and help them to develop self-editing skills?

- ▶ Yes, and she needs to keep it manageable because she has three classes to prepare!
- ▶ How will she implement this assessment?

Implementation: Planning



| Topic | Level | Function | Expected response |
|---|--------------|---------------------|--|
| Geography and how it makes a difference in daily life | Intermediate | Describe daily life | Write 4-8 sentences that explain how geography may make a difference in a person's daily life. |
| Geography and its impact on communities | Advanced | Write an essay | An essay of up to 5 paragraphs on how geography may affect decisions for communities |

Implementation: Making a task

A task allows the student to communicate in the language and may be comprised of one or more interrelated activities that

- ▶ give students multiple opportunities to show what they can do;
- ▶ allow instructors multiple opportunities to observe student performance; and
- ▶ provide data to be assessed by a rubric or checklist.

Product: Dr. Thompson's Task: Intermediate

- ▶ Directions: Living near from the water or far from it may change the kinds of decisions people make. Similarly, living near mountains or on a farm can also mean that people do different things in their daily life. *Please write at least one paragraph with 4-8 sentences to describe how the geography of the Spanish-speaking country of your choice would make a difference in a person's daily life. You can use any kind of geography to describe this.*
- ▶ You need to write 4-8 sentences, using your best Spanish.
- ▶ Then, you will work with a partner to review your sentences and provide feedback to each other.

Product: Dr. Thompson's Task: Advanced

- ▶ Directions: We have been talking about geography and how it changes decisions that communities make. *Please write an essay of up to five paragraphs on how different aspects of the geography of the Spanish-speaking country of your choice would influence decisions a community makes. You can talk about how they spend money or projects they decide to sponsor.*
- ▶ You need to write at least five paragraphs, using your best Spanish.
- ▶ Then, you will work with a partner to review your sentences and provide feedback to each other.

Checklist: Students (Intermediate)



| Name: | Unit 6 | Geography Essay |
|--|-----------|-----------------|
| How many sentences did your partner write? | | |
| Did the sentences make sense? | | |
| Did s/he use appropriate grammar? | | |
| Did s/he use specific vocabulary words? | | |
| Were the sentences connected? | | |
| Did the sentences talk about different aspects of geography? | | |

Checklist: Students (Advanced)



| Name: | Unit 6 | Geography Essay |
|---|-----------|-----------------|
| How many paragraphs did your partner write? | | |
| Did s/he use formal Spanish? | | |
| Did s/he use appropriate grammar? | | |
| Did s/he use specific vocabulary words? | | |
| Did the essay have a beginning, a middle, and an end? | | |
| Did it reference ideas from the unit? | | |

Checklist: Teachers (Intermediate)



| Name: | Unit 6 | Geography Essay | Points |
|---|--|-----------------|--------|
| Number of sentences | 1-3= 0 points 3-4 = 1 point 4-6 = 2 points 6 or more = 3 points | | |
| Did the sentences make sense? | No = 0 points Half = 1 point Mostly = 2 points All= 3 points | | |
| Did s/he use appropriate grammar? | No = 0 points Half = 1 point Mostly = 2 points All= 3 points | | |
| Did s/he use specific vocabulary words for geography? | Yes = 3 points Sometimes = 1 point No = 0 points | | |
| Were the sentences connected with “and,” “or,” etc? | Yes = 3 points Sometimes = 1 point No = 0 points | | |

Checklist: Teachers (Advanced)



| Name: | Unit 6 | Geography Essay | Points |
|---|--|-----------------|--------|
| Quality of writing: Grammar and syntax | 3 = few or no errors with all tenses 2 = a few errors but they don't interfere with meaning 1 = Some errors that interfere with meaning 0 = Many errors prevent comprehension | | |
| Quality of writing: Description of issue | 2 = full description of issue throughout most of essay 1 = partial description of issue 0 = issue not explained | | |
| Vocabulary use | 2 = varied vocabulary 1 = adequate vocabulary from unit 0 = clear lack of necessary vocabulary | | |
| Beginning, middle, and end of essay | 2 = Clear beginning, middle and end 1 = misses one component 0 = misses two components | | |
| Areas to improve | | | |

Reflections: Mr. Lee



Mr. Lee completed the assessment and found the following:

- ▶ He had enough time to complete the tasks and assess his students.
- ▶ He didn't see a big difference between the language produced by his more and less proficient students.
- ▶ The younger kids would have benefitted from a more graphics-heavy rubric so they could circle or draw rather than write.
- ▶ His supervisor thought his rubric was a little thin and didn't reflect course goals.

Reflections: Dr. Thompson



Dr. Thompson completed the task and found:

- ▶ The students needed more than a class period of 45 minutes to complete the two tasks and critique them.
- ▶ She saw a big difference between students based on their backgrounds and wished she had a way to have more activities.
- ▶ Some students could have used a Spanish or even bilingual rubric for their self-assessment checklist.
- ▶ The rubric was a little subjective, and many students complained about their grades.
- ▶ Dr. Thompson was able to identify a few areas for students to work on in the future.

- ▶ He finished the assessment, but the kids got restless and acted up as he moved to from group to group.
- ▶ He wants to follow up with all students, and the rubric was somewhat helpful.
- ▶ Some students confused by directions.
- ▶ He would like to improve the rubric and review it with his students.

Logistics: Dr. Thompson



- ▶ The tasks Dr. Thompson developed, along with the critique, took up more time than she had.
- ▶ She had trouble developing a rubric that matched the different levels of students.
- ▶ Lack of time to compare student peer assessments with her own.
- ▶ She spent so much time developing the tasks that she didn't develop a clear rubric.

Follow-up and Suggestions

- ▶ For K-12: Sandrock, Paul (2010) *The Keys to Assessing Language Performance: Teacher's Manual*. ACTFL: Alexandria, VA
- ▶ For 9-16: Norris, John M.; Brown, J.D.; Hudson, Thom; & Yoshioka, Jim (1998). *Designing second language performance assessments*. University of Hawaii: Honolulu

Questions?



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- ▶ **BACKWARD DESIGN AND STANDARDS-BASED INSTRUCTION** *Jennifer Eddy, Ph.D., (Queens College)* **May 23-24**
- ▶ **LANGUAGE PROGRAM EVALUATION** *Julie Sugarman, Margaret E. Malone, Ph.D., Francesca DiSilvio (Center for Applied Linguistics)* **May 26 – 27**
- ▶ **DEVELOPING LISTENING COMPREHENSION SKILLS** *Joan Rubin, Ph.D.* **June 22-24**
- ▶ **UNDERSTANDING ASSESSMENT** *Anne Donovan, Kate Riestenberg, Margaret E. Malone, Ph.D. (held at the Center for Applied Linguistics)* **June 16**
- ▶ **TEACHING SPANISH TO HERITAGE SPEAKERS** *Conducted in Spanish by Anna Uhl Chamot, Ph.D. and Claudia Bezaka, FL Supervisor, DC Public Schools* **June 23-24**
- ▶ **SPAIN: LANGUAGE AND CULTURE: EMBASSY OF SPAIN/NCLRC 3-DAY IMMERSION SUMMER INSTITUTE FOR TEACHERS OF SPANISH** *Embassy of Spain staff, Sheila Cockey, M.A.* **June 20-23**