

Module III-A: Addressing Assessment

AGENDA

- Welcome and Introductions
- Reconnecting to the TEKS for LOTE
- Comparing Traditional and Performance-Based Assessment
- Designing a Performance-Based Assessment Task
- Developing a Rubric *or* How Good Is “Good Enough” ?
- Review and Plan of Action
- Evaluation

True or False?

The TEKS for LOTE...

- ___ 1. Are different for each language.
- ___ 2. Emphasize the interdisciplinary nature of language.
- ___ 3. Outline what students should know and be able to do.
- ___ 4. Describe how well students should be able to perform.
- ___ 5. Describe the grammatical rules and vocabulary students should learn at each level.
- ___ 6. Mandate a methodology for the classroom.
- ___ 7. Describe competencies to be attained by better language learners.
- ___ 8. Focus on the communicative use of foreign language.
- ___ 9. Encourage learners to use the language outside of the classroom, as well as within it.
- ___ 10. Are organized around the four skills of listening, speaking, reading, and writing.

(Based on a handout by Anne Nerenz, Chicago, ACTFL 1998.)

How should the TEKS for LOTE be reflected in assessment?



★ From the TEKS for LOTE come my lesson goals.

★ My assessment should match my goals.

★

★

★ How can I design assessment that matches the TEKS for LOTE?

★ How do performance expectations help me focus classroom assessment?

★ How do I gather evidence of students' ability to meet the expectations?

★

★

★

★

★

Two Types of Tests: A Comparison

How did you feel as you experienced Test One? Test Two?

How would you characterize Test One? Test Two?

Which test would produce the most pertinent information related to your elementary school experience?

Which test comes closest to eliciting the best evidence of the performance expectations outlined in the TEKS for LOTE?

Which test would be easier to grade?

Contrasting Traditional and Authentic Assessment

With the TEKS for LOTE we are...

Building on: **Traditional Testing**

Moving toward: **Authentic Assessment**

Focuses on what students know.	
Elicits discrete bits of information.	
Asks students to recognize, recall, plug in their learned knowledge.	
Is usually <i>objective</i> ; asks for (one) “right” answer.	
Aims to monitor performance (is summative).	
Uses test formats such as true/false, fill-in-the-blank, & multiple choice. Must be kept “secure.”	
Focuses on recall/memory.	
Requires students to work independently.	
Interpretation tends to focus on errors, mistakes.	

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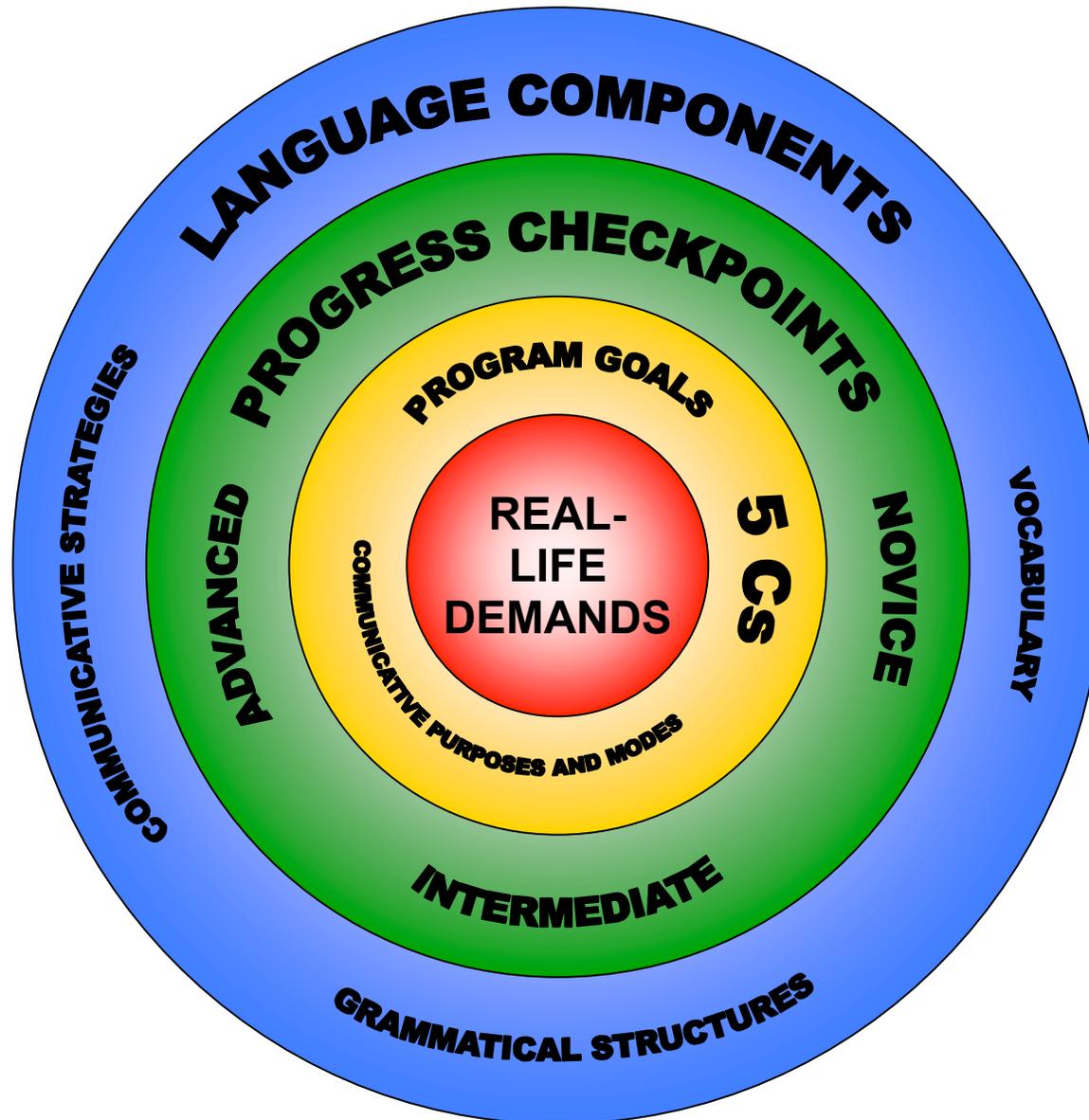
Focuses on what students know.	Focuses on what students can do.
Elicits discrete bits of information.	Involves tasks that help students rehearse for the complex ambiguities of the real world.
Asks students to recognize, recall, plug in their learned knowledge.	Allows students to be effective performers with their acquired knowledge.
Is usually <i>objective</i> ; asks for (one) “right” answer.	Allows for a variety of responses.
Aims to monitor performance (is summative).	Aims to improve performance (is formative).
Uses test formats such as true/false, fill-in-the-blank, & multiple choice. Must be kept “secure.”	Tests formats mirror the challenges found in real-world tasks.
Focuses on recall/memory.	Includes higher-order thinking skills such as analysis, synthesis, and evaluation.
Requires students to work independently.	Encourages cooperative learning.
Interpretation tends to focus on errors, mistakes.	Allows students to show what they <i>do</i> know.

Fundamental Characteristics of Performance-Based Assessment

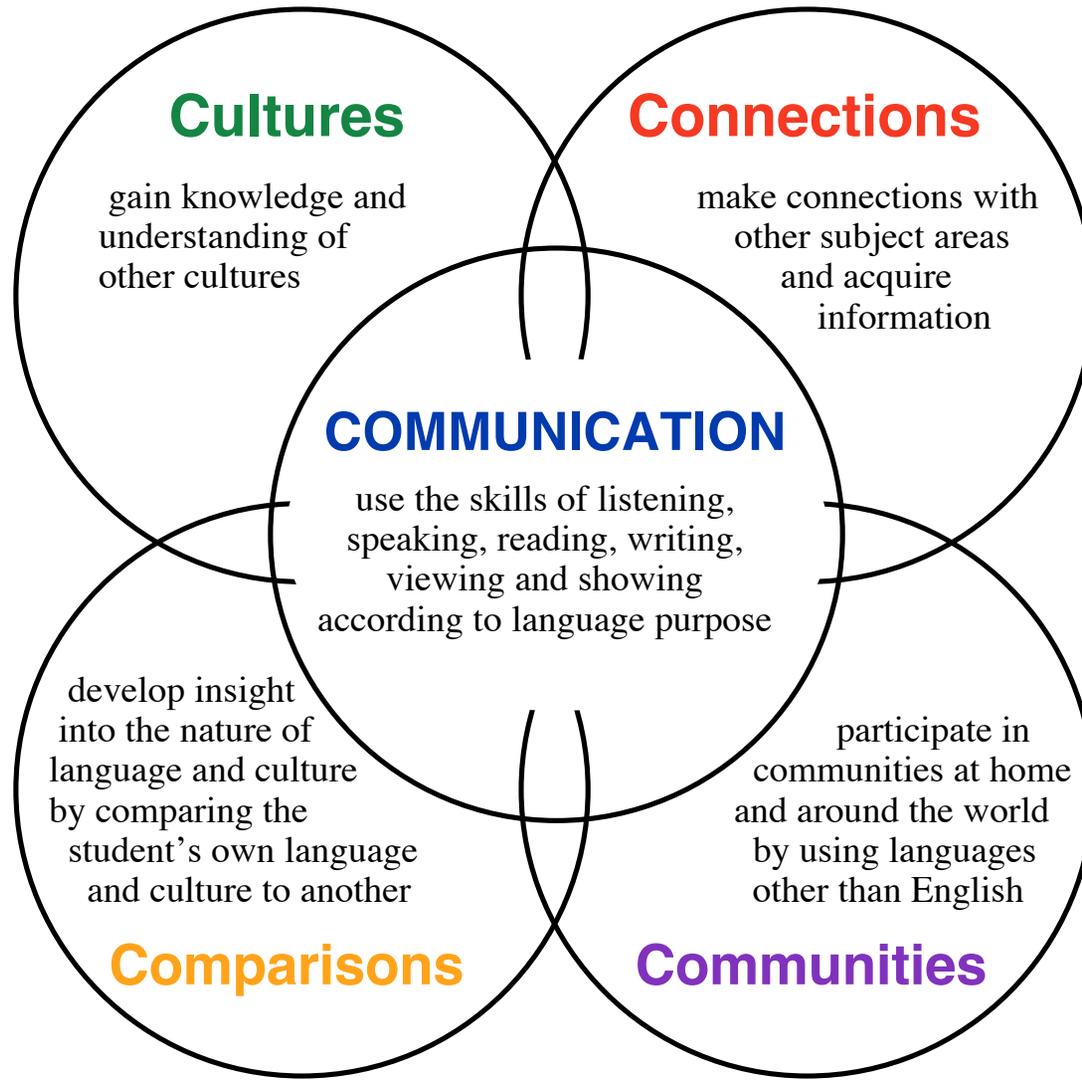
Assessment should...



Developing TEKS-Based Assessment



Interrelationship of the Five Program Goals

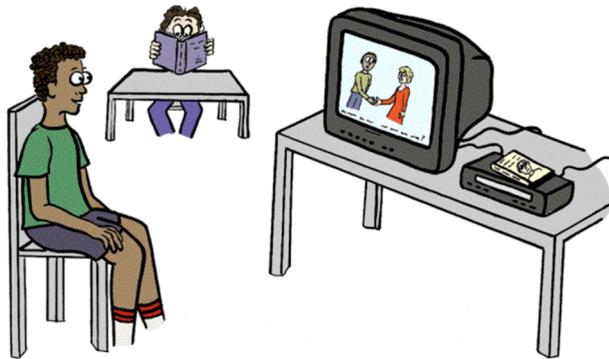


Content of the 5 Cs: *Communication*

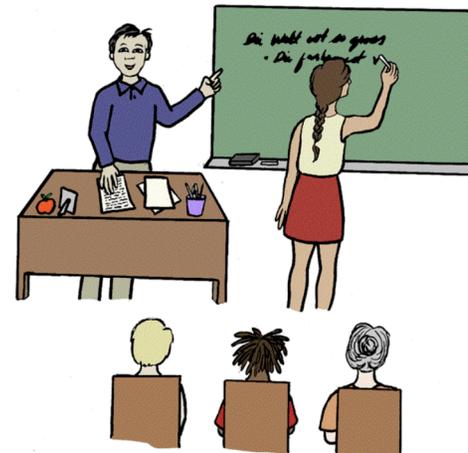
- **Interpersonal Mode**



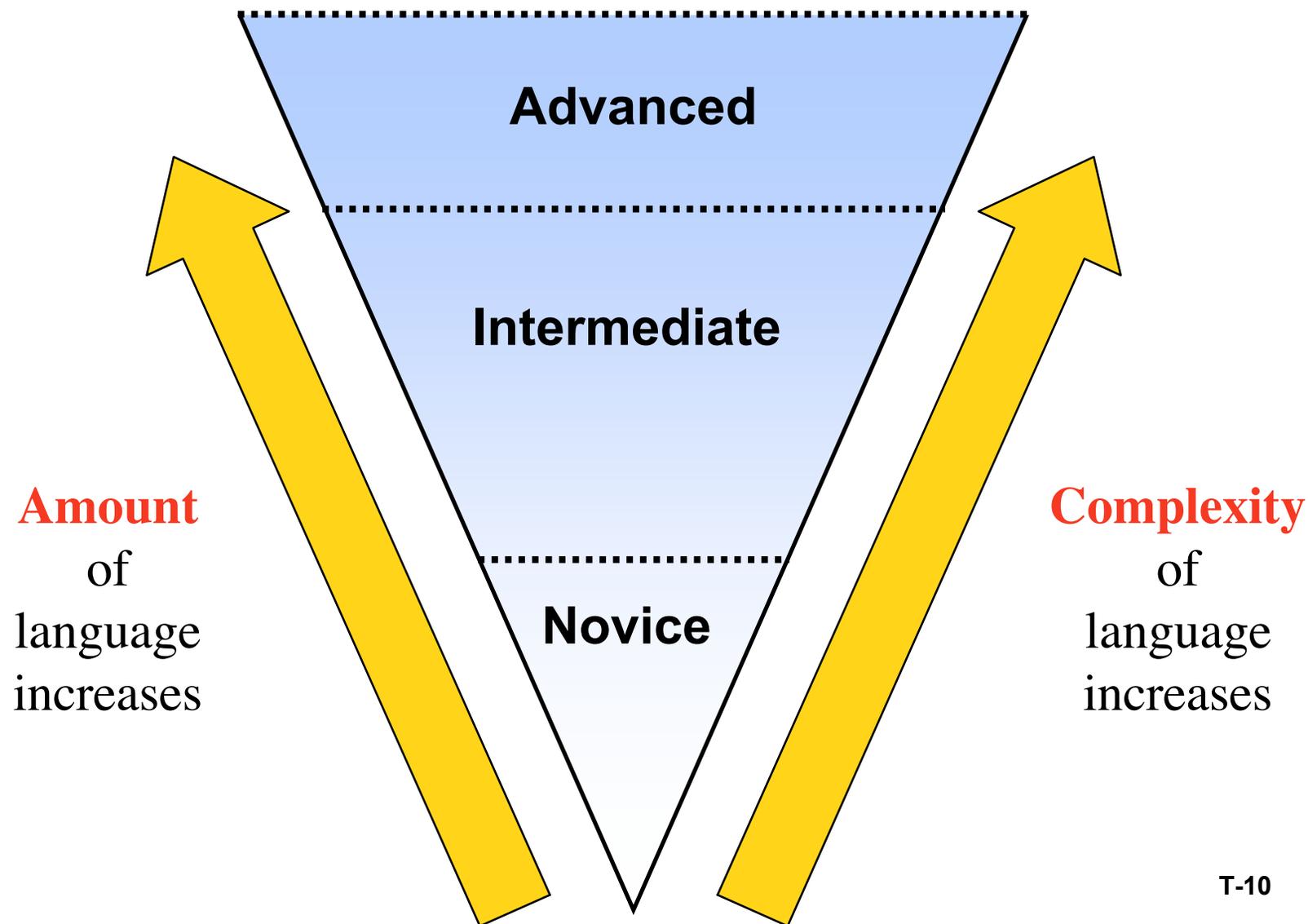
- **Interpretive Mode**



- **Presentational Mode**



Progress Checkpoints for LOTE



“TEKS-pectations” – *Intermediate*

- Participate in simple face-to-face communications about personal history or leisure activities
- Create and understand simple statements and questions
- Understand main ideas and some details of material on familiar topics
- Cope successfully in straightforward social and survival situations
- Use knowledge of culture in developing communication skills and knowledge of grammar to increase accuracy

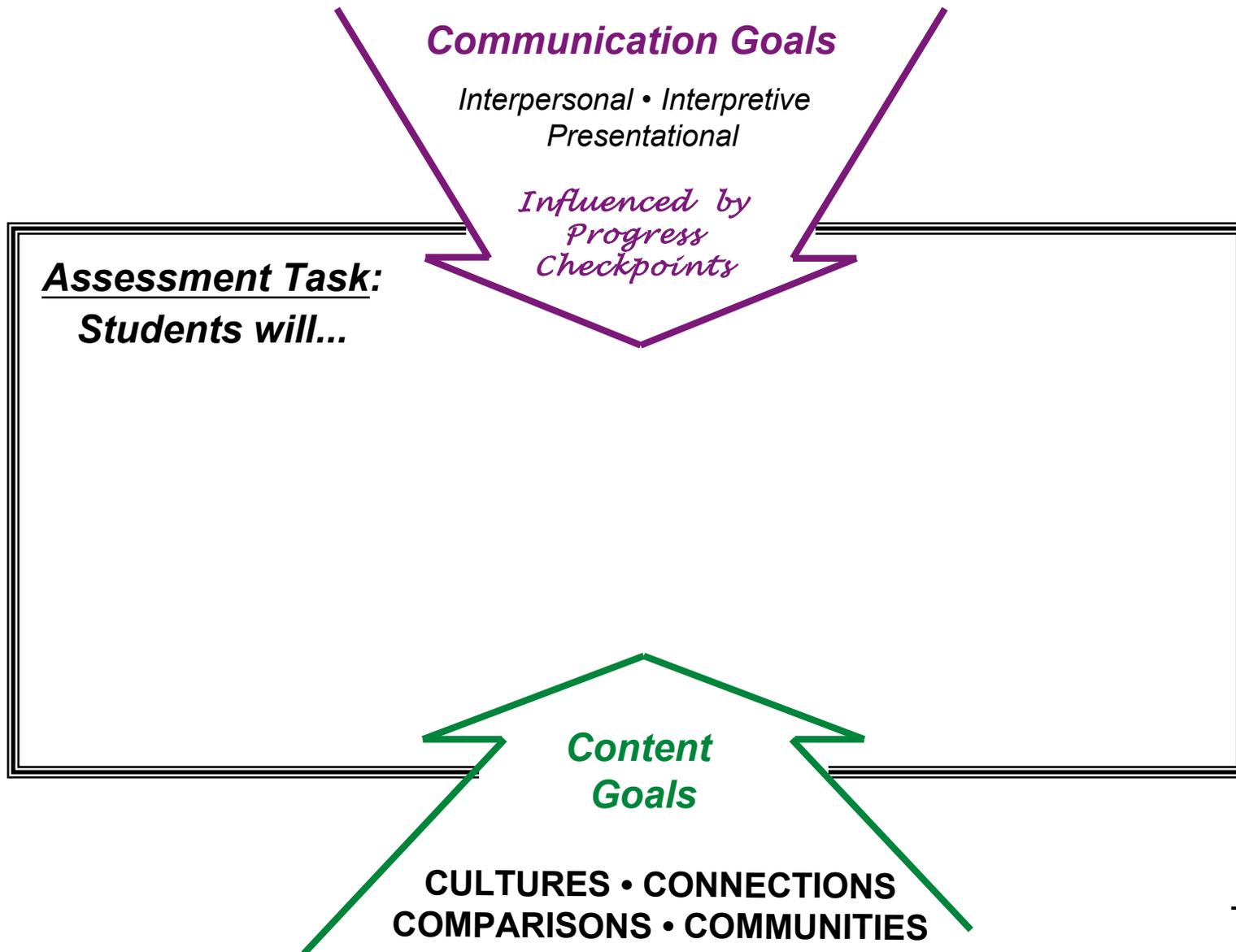
“TEKS-pectations” – *Novice*

- Understand short, spoken utterances on basic, everyday topics
- Produce learned words, phrases, and sentences on basic everyday topics
- Detect main ideas in familiar material on basic, everyday topics
- Make lists, copy accurately, and write from dictation
- Recognize the importance of accuracy and of knowing about the culture in communication

“TEKS-pectations” – *Advanced*

- Participate fully in casual conversations in culturally appropriate ways
- Explain, narrate, and describe in paragraph-length discourse in past, present, and future time
- Understand main ideas and most details of materials on a variety of topics
- Cope successfully in problematic social and survival situations
- Apply knowledge of culture when communicating

Designing a Performance-Based Task



Key Questions: Evaluating the Performance Task

- ✓ Is the task “doable” at the designated Progress Checkpoint (proficiency level)?
- ✓ Is it a real-world task? (Is this something students can and will use beyond the classroom?)
- ✓ Will the evidence gathered help me evaluate how well students can use the target language for a communicative purpose?
- ✓ Will the evidence gathered be illustrative of a Program Goal of the TEKS for LOTE?

I Remember Reading...

Letters

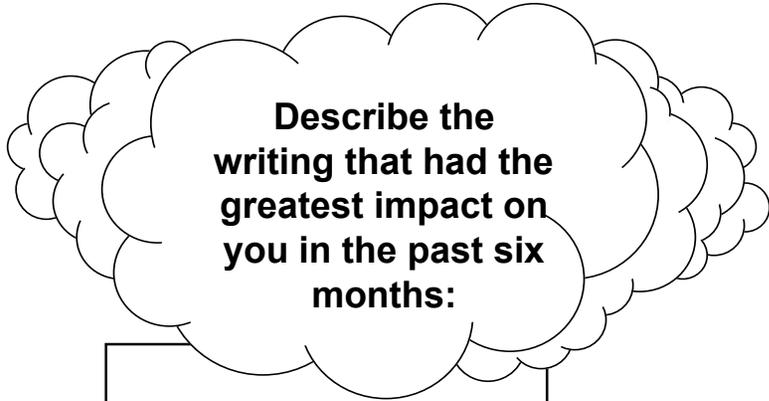
Novels

News

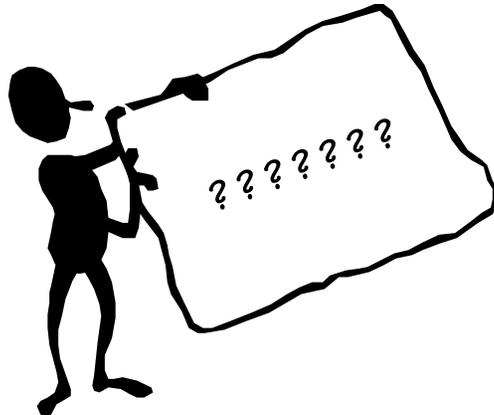
Memos

Cards

E-mail







Traditional Criteria for Evaluating Writing

Would the following criteria adequately assess what we value in student writing?

Student: _____

Class: _____

Assignment: _____

Grammatical Accuracy 5 4 3 2 1

Vocabulary Selection 5 4 3 2 1

Mechanics 5 4 3 2 1

Spelling 5 4 3 2 1

_____ 5 4 3 2 1

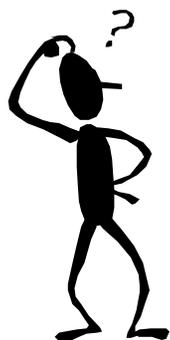
_____ 5 4 3 2 1

Grade _____ = Total Score: _____

Rubrics (1): *Identifying Key Criteria*

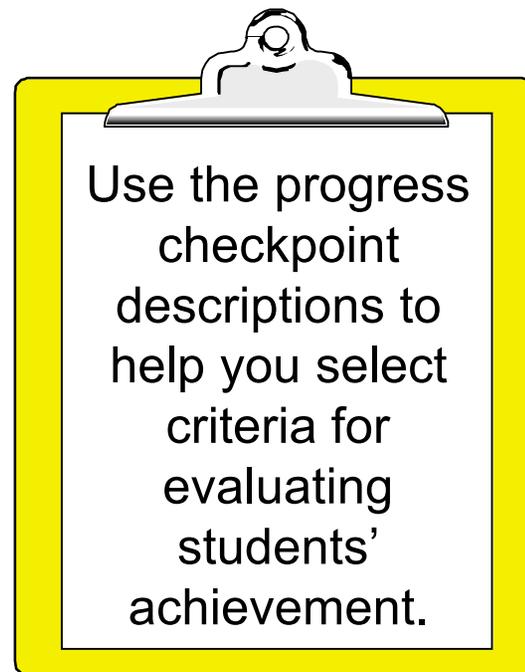
Performance Task: _____

Progress Checkpoint : _____



- What is my goal for the students' performance?
- What is the best evidence of students' progress toward that goal?

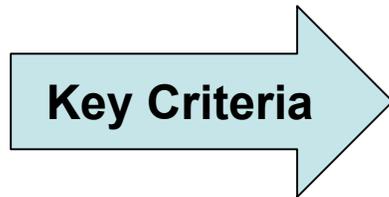
Key Criteria:



Rubrics (2): *How Good is “Good Enough”?*

Performance Task: _____

Progress Checkpoint : _____



1 2 3

Indicators for...

● Exceeds Expectations

* Meets/Satisfies Expectations

○ Not There Yet

	1	2	3
Exceeds Expectations	_____	_____	_____
Exceeds Expectations	_____	_____	_____
Meets/Satisfies Expectations	_____	_____	_____
Meets/Satisfies Expectations	_____	_____	_____
Not There Yet	_____	_____	_____
Not There Yet	_____	_____	_____

What NOT to do: *Don't Turn a Rubric into a Checklist*

A. Conversation included 5 questions:

- 0 = No questions asked
- 1 = One question asked
- 2-3-4 questions asked
- 5 = Five questions asked
- _ = More than five questions asked

B. Verbs are formed accurately:

- 0 = No verbs formed accurately
- 1 = One verb formed accurately
- 2-3-4 verbs formed accurately
- 5 = Five verbs formed accurately
- _ = More than five verbs formed accurately

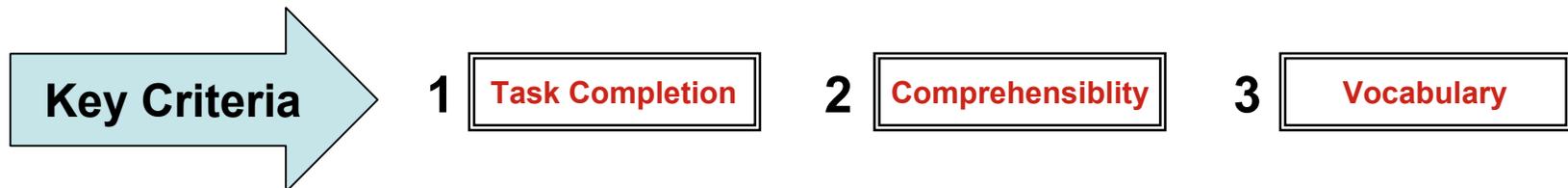
C. Naturalness of the conversation:

- 0 = No responses/reactions given
- 1 = One response/reaction given
- 2-3-4 responses/reactions given
- 5 = Five responses/reactions given
- _ = More than five responses/reactions given

Sample Holistic Rating Scale

Performance Task: *Greetings and Introductions*

Progress Checkpoint : *Novice*



Indicators for...

● Exceeds Expectations

* Meets/Satisfies Expectations

○ Not There Yet

	1 Task Completion	2 Comprehensibility	3 Vocabulary
● Exceeds Expectations	Superior completion. Responses appropriate and with elaboration.	Responses readily comprehensible, requiring minimal interpretation on the part of the listener.	Rich use of vocabulary with frequent attempts at elaboration.
* Meets/Satisfies Expectations	Completion of the task. Responses appropriate and adequately developed.	Responses comprehensible, requiring minimal interpretation on the part of the listener.	Adequate and accurate use of vocabulary.
○ Not There Yet	Minimal attempt to complete the task, and/or responses frequently inappropriate.	Responses barely comprehensible.	Inadequate and/or inaccurate use of vocabulary.

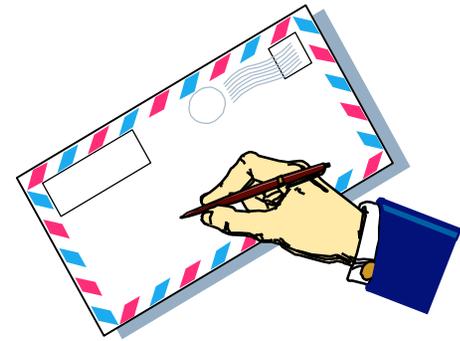
Tweaking the Test

Your pen pal, Marie, who lives in France, has just written to you. Read what she has to say, and then select the best answer to complete each statement.

Dear _____,

Your note asked me about my school week. I have to confess my schedule is not as hectic as my friends' schedules. Tuesdays and Thursdays I have math, history, and science. Mondays and Wednesdays, I have English and...

*Your Friend,
Marie*



1. Marie's schedule is:
 - a. more difficult than her friends' schedules.
 - b. less difficult than her friends' schedules.
 - c. as difficult as her friends' schedules.
2. On what day does Marie take math?
 - a. Monday
 - b...

A Multiple Choice Test with One Question

Teaching to the test is:

A. Good

B. Bad

*C. Good or bad, it depends on
the test.*

What do I do now?

