



# Professional Development Module III-A

## TEKS for LOTE: Developing Curriculum/ Addressing Assessment

**Languages Other Than English Center for Educator Development**  
Southwest Educational Development Laboratory  
211 East 7th Street, Austin, Texas 78701

In collaboration with

**Texas Education Agency**  
**Education Service Center, Region II**



# Professional Development Module III-A

## TEKS for LOTE: Developing Curriculum/ Addressing Assessment

This module was  
prepared by

**Paul Sandrock**  
(primary author)  
*Wisconsin State Department  
of Public Instruction*

**Phyllis Thompson**  
(reviewer)  
*Houston Baptist University*

**Elaine Phillips**  
**Lillian King**  
**Kathleen Trail**  
**Vanessa Flores**  
*LOTE Center for  
Educator Development*

**Inés García**  
**Carl Johnson**  
*Texas Education Agency*

### Table of Contents

#### I. Introduction

|  |    |
|--|----|
| LOTE CED - What's in a Name? .....   | 7  |
| LOTE Writing Team for the Clarification<br>of the Essential Elements ..... | 9  |
| LOTE Program Goals and the Emphasis<br>on Communication .....              | 10 |
| Producing the TEKS for LOTE .....  | 11 |
| TEKS for LOTE Writing Procedure .....                                      | 12 |
| Frequently Asked Questions .....   | 14 |

#### II. Background Information for Facilitators

|  |    |
|--|----|
| Preparing for the Workshop .....               | 21 |
| Helpful Hints .....                            | 22 |
| Overview of Module III-A .....                 | 23 |
| Sample Time Frame, Three-Hour Workshop .....   | 24 |
| Sample Time Frame, Six-Hour Workshop .....     | 25 |
| Sample Facilitation Techniques .....           | 26 |
| Background Information on Transparencies ..... | 29 |

#### III. Talking Points

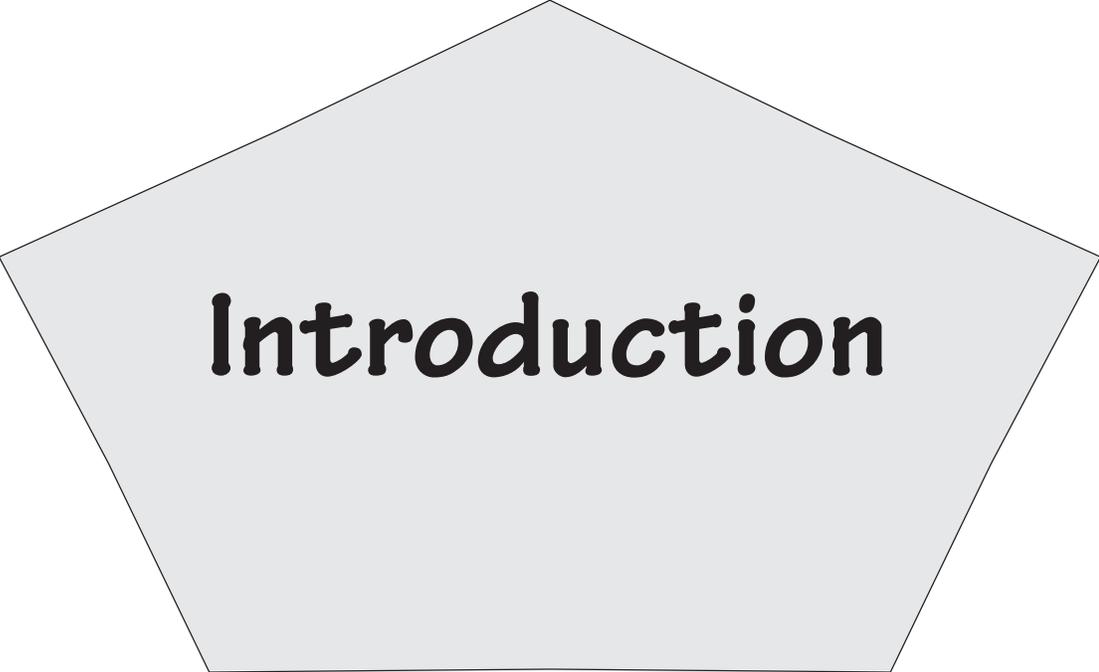
#### IV. Transparencies

#### V. Handouts

#### VI. Appendices

|   |   |
|---|---|
| <i>Texas Essential Knowledge and Skills<br/>for Languages Other Than English</i> .....          | A |
| <i>ACTFL Proficiency Guidelines</i> .....   | B |
| Resource List .....   | C |
| <i>Testing in an Age of Assessment:<br/>Some Theoretical and Practical Considerations</i> ..... | D |
| Student Self-Assessment Forms .....   | E |
| Additional Information on Program Goals, Communication<br>Modes, and Progress Checkpoints ..... | F |





# **Introduction**



# LOTE CED: What's in a name?

The Languages Other Than English Center for Educator Development (LOTE CED) was established to assist PreK-12 educators in enhancing the proficiency of Texas students of LOTE.

## The LOTE CED's goals are:

- 1) to provide resources for implementing the Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE) and for improving the teaching and learning of languages in Texas;
- 2) to provide teachers and future teachers with a thorough knowledge of the instructional principles underlying the TEKS for LOTE adopted by the State Board of Education;
- 3) to establish a coordinated system of professional development in LOTE instruction; and
- 4) to increase LOTE educators' access to high-quality instructional models for all students.

The LOTE Center for Educator Development was established in February 1998 and is located in the Southwest Educational Development Laboratory (SEDL) in Austin, Texas. It is a collaboration between SEDL, the Education Service Center, Region 2 (ESC II), and the Texas Education Agency (TEA). The Center's multiple projects are designed to share successful strategies, current research, and up-to-date language resources and information with LOTE educators around the state.

## The Purpose of this Guide

This guide is designed to be used in offering staff development to Texas teachers and administrators, as well as to inform parents and community members who are interested in designing curriculum and assessing student progress with regard to the TEKS for LOTE, PreK-12. We hope the Professional Development Modules prove to be invaluable resources for educators across Texas.



## Center Activities

### Professional Development Guides

Module I - TEKS for LOTE: Overview  
Module II - TEKS for LOTE:  
Classroom Implementation  
Module III-A - TEKS for LOTE:  
Developing Curriculum/  
Addressing Assessment

These guides are used in workshops provided by trained facilitators in ISCs and ESCs

### Peer Coaching/Mentoring Program

Ten LOTE teachers from around the state were trained in peer coaching and mentoring models of professional development. These educators now work in their regions to train other teachers with the goal of establishing a network of peer coaches/mentors throughout the state.

### Information Sources

The LOTE CED serves as a source for information related to language learning and teaching, language research, and language resources. It publishes a quarterly newsletter (including an on-line version) and has established a webpage at:

<http://www.sedl.org/loteced>

---

# LOTE Center for Educator Development Advisory Committee

## LOTE Center for Educator Development Staff

**Lillian King**  
*Director*

**Elaine Phillips**  
*Field Specialist*

**Kathleen Trail**  
*Information Assistant*

**Walter Bartz\***  
*Indiana Department of Education*

**Inés García**  
*Texas Education Agency*

**MayDell Jenks**  
*Katy ISD*

**Carl Johnson**  
*Texas Education Agency*

**Doris Kays**  
*North East ISD*

**Lillian King**  
*LOTE Center for Educator Development*

**Robert LaBouve**  
*Austin, TX*

**Annette Lowry**  
*Fort Worth, TX*

**Janet Norden**  
*Baylor University*

**Elaine Phillips, Chair**  
*LOTE Center for Educator Development*

**Paul Sandroock\***  
*Wisconsin State Department of Public Instruction*

**Jo Anne Wilson\***  
*Glen Arbor, MI*

*\*Indicates revolving out-of-state committee position*

---

# LOTE Writing Team for the Clarification of the Essential Elements

**Art Anderson**, *Brazoswood ISD*  
**Nathan Bond**, *Austin ISD*  
**Dulce-María Caba-Caraway**, *Pasadena ISD*  
**\*Linda Calk**, *Ysleta ISD*  
**Victoria Contreras**, *University of Texas, PanAm*  
**\*María Fierro-Treviño**, *Northside ISD*  
**Cristela Garza**, *Corpus Christi ISD*  
**Yvette Heno**, *Houston ISD*  
**Billie Hulke**, *Midway ISD*  
**Marla Jones**, *Denton ISD*  
**Doris Kays**, *North East ISD*  
**David Kleinbeck**, *Midland ISD*  
**Annette Lowry**, *Fort Worth, Texas*  
**Luciano Martínez**, *McAllen, Texas*  
**Linda Nance**, *San Antonio ISD*  
**Luz Elena Nieto**, *El Paso ISD*  
**Barbara González Pino**, *University of Texas, San Antonio*  
**Cindy Pope**, *Education Service Center, Region XX*  
**Rose Potter**, *Programs Abroad Travel Alternatives*  
**María del Rosario Ramos**, *Socorro ISD*  
**Kevin Roberson**, *Texas Tech University*  
**Elías Rodríguez**, *Dallas ISD*  
**Karin Sloan**, *Corpus Christi ISD*  
**\*Phyllis Thompson**, *Houston Baptist University*

\*denotes team co-chair

## Texas Education Agency

**James E. Nelson**  
*Commissioner of Education*

**Ann Smisko**  
*Associate Commissioner,  
Curriculum, Assessment  
and Technology*

**David D. Anderson**  
*Coordinator, Curriculum and  
Professional Development*

**Inés García**  
*Director of Languages Other  
Than English*

**Carl Johnson**  
*Assistant Director of  
Languages Other Than  
English*

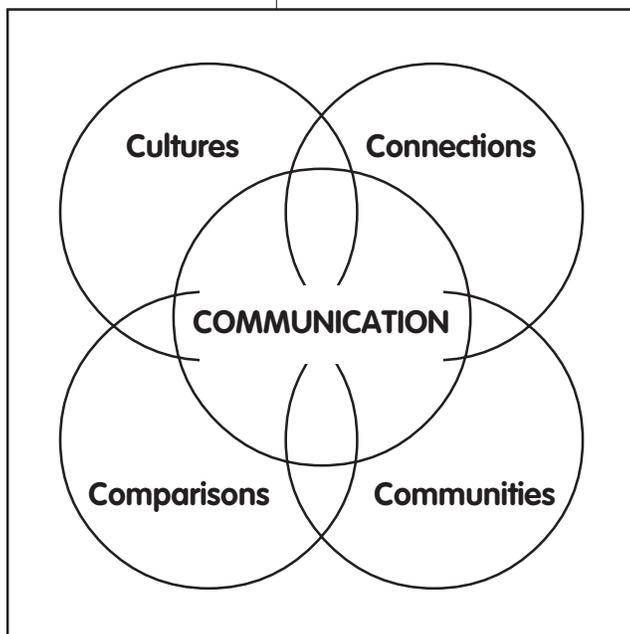
---

# LOTE Program Goals and the Emphasis on Communication

*"When you learn a  
new language  
you gain another  
world."*

– Goethe

There are five Program Goals that form the foundation of the TEKS for LOTE: Communication, Cultures, Connections, Comparisons, and Communities (also known as the five Cs). These five Cs have become a common framework for LOTE policy and planning. The national standards document, *Standards for Foreign Language Learning: Preparing for the 21st Century*, forged the path for the five Cs; many states have since used the 5 Cs paradigm for their own state standards. Those who contributed to the writing and development of the TEKS for LOTE felt that the Texas standards should take a different look at the interrelationship of the 5 Cs. As they worked on the document, they placed the emphasis and most importance on the Communication Program Goal.



Communication (listening, speaking, reading, writing, viewing, and showing) is the primary focus of language acquisition. It is the vehicle by which students of LOTE become linguistically proficient and reach the other four Program Goals. The other four Program Goals contribute to and enhance the communicative language experience by supplying context, that is, what students communicate about (topics, themes, literature, etc.) and in what contexts their communication takes place (face-to-face, in writing, outside the classroom, via the Internet, etc.).

## Producing the TEKS for LOTE

Ten years after the first implementation of the *Essential Elements*, the Texas legislature directed the Texas State Board of Education in 1995 to adopt the Texas Essential Knowledge and Skills (TEKS) for all subject areas. The goals of the TEKS were to meet the requirements of Senate Bill 1, to review and revise the previously adopted state curriculum (the *Essential Elements*), to clarify what all students should know and be able to do, and to serve as the basis for textbook adoptions and state tests, where appropriate.

To develop the TEKS for Languages Other Than English (TEKS for LOTE) and related products, the Texas Education Agency, with the assistance of the Southwest Educational Development Laboratory (SEDL), implemented the project known as Project ExCELL (Excellence and Challenge: Expectations for Language Learners).

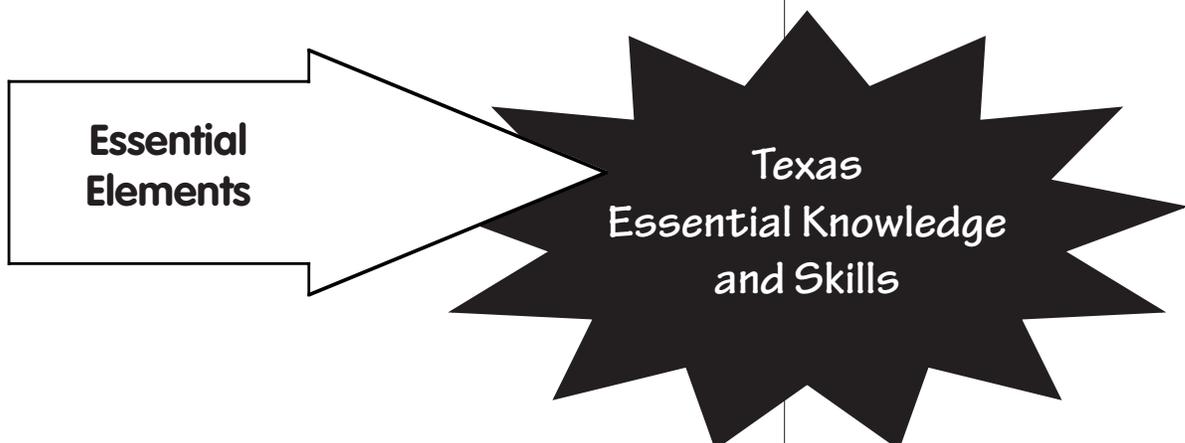
Project ExCELL worked with a group of mostly foreign language educators, the Writing Team for the Clarification of the Essential Elements, to compose drafts of the TEKS for LOTE. This team was representative of the diversity inherent in the composition of Texas itself. The 23 team members came from all regions of the state, representing urban, suburban, and rural areas. They also came from diverse linguistic, cultural, and ethnic backgrounds. In addition, the team was composed of educators who work within many different educational structures (from public schools to administrative offices to businesses) and represented numerous and varied areas of expertise.



Excellence and Challenge:  
Expectations for Language Learners

*"I was continually impressed by the knowledge and dedication of my fellow writing team members. We didn't always agree, but we celebrated our 'storms' and used that energy to move forward. What a privilege to work with such superb language educators!"*

– Writing Team Member



---

## TEKS for LOTE Writing Procedure

*"Very coherent and logical statement of what the state expects from language students at different levels.*

*Comprehensive and complete, and reflective of current trends in foreign language teaching and programs."*

– Field Advisory  
Committee member

*"The TEKS for LOTE give excellent direction to LOTE programs. Programs which follow these guidelines will have academic rigor and should help students to develop excellent language skills."*

– SBOE Curriculum Review  
Committee member

*"I see most of our suggestions as fine-tuning an already good product."*

– Foreign Language  
Congress member

*"The community and cultural components are important elements, these prepare students to speak a 'real life' language that can be of great value when they enter the professional arena."*

– Foreign Language  
Congress member

The Writing Team began meeting in March 1995. Methods used in the development of the TEKS for LOTE included recording, collecting, analyzing, and synthesizing the collective knowledge and experience of the team and Project ExCELL staff toward producing successive drafts. All ideas were subject to debate, elaboration, refinement, and verification. Throughout the process, team members and staff learned from one another, from invited speakers, from readings, and from continually addressing the important issues in LOTE education. The project kept informed of work on LOTE standards in other states and with the National Standards Project. Each successive draft was shaped from the notes and discussion that came from the writing team meetings. The TEKS for LOTE Writing Team used a consensus-building process to approve each section of the TEKS for LOTE.

### Expert Review and Revision

Project ExCELL employed expert state and national consultants and used current literature and research to inform its work. The utility and quality of the TEKS for LOTE were also validated through field testing and through review by expert professionals and public representatives. The majority of these expert professionals and public representatives were part of one of the following four groups:

- Field Advisory Committee: a panel of national and state foreign language experts who reviewed the TEKS for LOTE in terms of their clarity, comprehensiveness, appropriateness to the needs and conditions of LOTE education in Texas, and utility in terms of curriculum, assessment, teacher education, and professional development.
- State Board of Education Curriculum Review Committee: This 15-member committee was composed of appointees of the Texas State Board members; they reviewed the TEKS several times and offered critical analysis and suggestions.
- Connections Team Feedback Committee: This 19-member committee consisted of one representative from each of the subject area writing teams. They reviewed the TEKS for LOTE to ensure and reinforce collaboration and articulation among disciplines.
- Foreign Language Congress: a committee made up of community and business leaders of various personal and professional backgrounds, they reviewed the TEKS for LOTE for applicability to the real world and for relevance to the world of work.

The TEKS for LOTE Writing Team incorporated suggestions from all reviewers into the final draft.

---

## Feedback and Public Commentary

Hundreds of respondents offered reactions to the public drafts of the TEKS. Both their responses to separate items and their written comments were analyzed and used to edit the document. The majority of public responses showed a high degree of satisfaction with the draft documents.



*"TEKS for LOTE promote the desire and need for excellence."*

– reviewer from the field

*"Language learner descriptions are well-developed. Performance expectations at each level are both challenging and attainable."*

– reviewer from the field

*"The wording of this document supports the goals of all teachers of languages other than English in that it is succinct, yet comprehensive. I feel it will be a good tool for teaching and assessment."*

– reviewer from the field

(Excerpted from  
*A Texas Framework  
for  
Languages Other  
Than English*)

*What is the role of  
the TEKS for LOTE?*

*Why are the TEKS for  
LOTE not described in terms  
of grade levels?*

*What is the role of grammar  
in proficiency-based  
instruction?*

## Frequently Asked Questions

The TEKS for LOTE give an overall picture of where students should be headed within the various program goals. They describe what all students should know and be able to do at certain checkpoints in the PreK-12 sequence. The TEKS for LOTE do not constitute a curriculum; they are content and performance standards that provide districts with guidelines to meet the needs of their students. The TEKS for LOTE set clear performance expectations for novice, intermediate, and advanced language learners. The goal is to develop advanced level proficiency that can be obtained when students successfully complete all the performance expectations in the TEKS for LOTE.

Since levels of entry into LOTE classrooms are so varied and student progress is not lock-step, the TEKS for LOTE were not based on and should not be viewed as grade level equivalents. The TEKS for LOTE are designed to mirror the ACTFL guidelines of proficiency. In the LOTE acquisition process, students can and will reach different levels of proficiency (novice, intermediate, and advanced) in different time frames at different grade levels. The TEKS for LOTE describe what all students need to do to achieve an advanced level of proficiency and also the factors that will affect progress toward that goal.

Knowledge of grammar was once viewed as a primary or isolated goal of language study. Now, the study of grammar is understood as a tool to support the broader goal of learning to communicate by listening, speaking, reading and writing.

---

Decisions regarding the teaching of grammar should be made after careful consideration of various factors affecting language instruction, such as:

- Are the students beginning or advanced?
- What ages are the students?
- Do students have prior knowledge of grammar in other languages?
- Is the language studied a modern or a classical language?
- Are students able to access their grammar knowledge to support communicative skills?
- Do the students themselves perceive that grammar study will be useful to them?

If grammar is to be taught explicitly, the instructional methodology chosen to present grammar should be compatible with communicative language instruction. For some language educators, an appropriate methodology is to present a brief explanation of grammar to students in order to focus their attention on a linguistic structure when it appears in subsequent oral or written material. Some educators recommend taking students through a series of contextualized drills which move from skill-acquiring activities to skill-using activities. For other educators, students are first introduced holistically to an oral or written narrative, then they discuss a grammar point occurring frequently in the narrative. In whatever methodology (or combination of methodologies) teachers choose regarding grammar, grammar instruction is an integral part of total language instruction, not a separate "add-on" piece nor an end in itself.

Decisions regarding the inclusion of grammar in the language curriculum, such as how much grammar, which grammar points, and the approach selected to teach grammar, should be based on the usefulness of grammar in meeting communicative goals at different levels of instruction. As more research is done on the supporting role of grammar in communicative language classrooms, language educators will have additional information to help make these decisions.

*What is the role of grammar  
in proficiency-based  
instruction?  
(continued)*

---

*What is the place of English in the LOTE classroom?*

From the earliest levels of modern language instruction, the LOTE class should use English as a survival tool only. When the overall goal of instruction is development of language proficiency, the LOTE teacher should strive to use only the language in the classroom. With each level of instruction, as students move up the proficiency ladder, the projects and tasks students are involved in should reflect the language functions being taught. If the functions and tasks match the students' level of proficiency or are beginning to push students into the next level, the students should not feel the need to present projects in English. Sometimes, however, in novice level classes only, teachers and students might use English when learning about cultures or comparing languages and cultures. For the teaching of classical languages, English plays a different role, as students focus more on the interpretive use of language, rather than interpersonal production of it.

*Given that Communication is the primary Program Goal of LOTE education, how can teachers make sure there is a balance as they teach to the other four Program Goals (Cultures, Connections, Comparisons, Communities)?*

When teachers and program developers keep all the five Program Goals in mind, they are able to create a balanced program of instruction. While all five Programs Goals may not be evident in every single lesson, over the course of a week, a unit, or a quarter, students work on all five areas. When teachers design teaching units, they should determine what segments fit best with what goal(s). If they find a unit that has an overemphasis on one Program Goal, they should adjust the unit and work on items that will bring in one or more of the other Program Goals. It is also important to keep in mind that the goals are not taught or practiced in isolation, rather content or activities may come from cultures, connections, comparisons, and/or communities, with communication being a constant part of the LOTE instruction.

---

Connections and Communities should not be considered an "add-on" to the current instructional program. Connections should be in the language learning process already. For example, when students are studying numbers, art, geography, and culture, these are true connections to the existing curriculum. As the LOTE teacher is teaching reading, the reading process and the material being read can be the connection.

Newspaper articles, magazine articles, and realia collected by the students and teacher can bring the community into the school when the classroom is far from places where the language is used. E-mail, the Internet, pen pals, and local celebrations can make the community an integral part of the classroom.

The question should not focus on what needs to be taken out of the elementary curriculum in order to fit in LOTE instruction, rather it should focus on what content is already in the grade-level curriculum that could appropriately be taught through the LOTE. Elementary schools find time to include LOTE in their instructional program when they adopt content-based, content-enriched, or total and partial immersion programs. LOTE instruction in elementary grades should fit over existing topics and concepts, rather than dealing with unrelated content.

Distance learning, language-learning technology, and dual enrollment at colleges and universities all provide a means of offering more LOTE instruction than a school might normally be able to provide.

*How can I add Connections and Communities to what I am already doing?*

*When can I find time in the elementary school for LOTE?*

*How can my school offer a variety of languages and levels when we don't have the teachers?*





**Background  
Information for  
Facilitators**



---

# Preparing for the Workshop

This Professional Development Guide is designed to help staff developers show Texas educators how to create and evaluate performance tasks based on the proficiency goals of the Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE).

The information is structured for a workshop of presentation and interaction. The presenter will take participants through the process of developing evaluation tasks that measure not only what students know but also what they can do. Through a variety of small group and pair activities, participants consider fundamental characteristics of authentic assessment, develop TEKS for LOTE-based assessment tasks, experience the process of setting evaluation criteria, and create rubrics for evaluating performance.

## Notes

### Equipment and Materials

- Professional Development Module III-A, TEKS for LOTE: Addressing Assessment
- Copy of LOTE CED Module Workshop Roster (in the back of the binder)
- Copies of Handouts for each of the participants
- Copies of TEKS for LOTE for each participant (in Appendix A)
- Copies of *A Texas Framework for Languages Other Than English* for each participant (ordering information on Handout 12)
- Color Transparencies (included in this manual) or Power Point presentation (contact LOTE CED to obtain)
- Black and white transparencies from blackline masters (found at the end of the transparencies section)
- Blank transparencies, transparency markers
- Flip charts and markers, masking tape
- Pencils/pens
- Overhead projector/screen

### Room Arrangement

- Depending on group size, participants may be grouped at tables by language and/or levels taught.

---

## Notes

# Helpful Hints

- Plan to arrive 30 to 45 minutes ahead of time to check the room situation and equipment, to double-check handouts, and to rearrange the room if necessary.
- Whenever possible, find out ahead of time who the participants are: teachers? coordinators? administrators? others? languages represented? levels represented? years of experience? experience with the TEKS for LOTE? Take this information into account as you discuss and complete group activities. It can also help you plan how you want to group participants for activities.
- Watch the time carefully when getting group reports. If you have a large number of participants, you will only have time to sample answers here and there, the “dipstick” approach. You may need to be skilled at cutting the conversation short.
- Be very familiar with *A Texas Framework for Languages Other Than English* as well as the material in this guide so that you are prepared to field participants’ questions. Prepare a generic statement to use to deflect questions that are off-topic or not within the purview of the workshop such as, “That’s an excellent question, but it’s really beyond the scope of what we’re doing today. Perhaps we could discuss it after the session?”
- Avoid controversy by knowing your audience and being aware of local politics. You are not a district consultant and are not there to solve district problems.

Material from Project ExCELL’s *A Texas Framework for Languages Other Than English* (hereafter referred to as the *Framework*) is used liberally throughout this manual. Facilitators may find it useful to have the *Framework* on hand as a reference tool and resource for preparing TEKS for LOTE workshops.

# Overview of Module III-A

| Segment   | Goals  | Activities  |
|---|--|---|
| <b>Welcome/<br/>Overview/<br/>Reconnecting<br/>to the TEKS<br/>for LOTE</b><br><br>T 1-T 3    | <ul style="list-style-type: none"> <li>To explain the purpose and main sections of the workshop</li> <li>To preview and prime participants for Module III-A</li> <li>To reconnect participants to what they already know about the TEKS for LOTE</li> </ul>      | <ul style="list-style-type: none"> <li>Icebreaker *</li> <li>TEKS for LOTE: True or False</li> <li>K-W-L activity</li> </ul>  |
| <b>Comparing<br/>Traditional &amp;<br/>Performance-<br/>Based<br/>Assessment</b><br><br>T 4-6 | <ul style="list-style-type: none"> <li>To match goals and type of assessment</li> <li>To recognize differences between traditional and authentic assessment</li> </ul>   | <ul style="list-style-type: none"> <li>Two "sample" tests *</li> <li>T-Chart</li> <li>Criteria for Authenticity</li> <li>Jigsaw of the Liskin-Gasparro article (Appendix D)</li> <li>Fundamental characteristics</li> </ul>                     |
| <b>Developing a<br/>Performance-<br/>Based<br/>Assessment<br/>Task</b><br><br>T 7-T 15        | <ul style="list-style-type: none"> <li>To recognize the multiple components affecting assessment (Concentric Circles)</li> <li>Review 5 Cs and Progress Checkpoints</li> <li>To use those components to develop an appropriate performance task</li> </ul>       | <ul style="list-style-type: none"> <li>Develop performance-based assessment tasks, then share and critique</li> </ul>   |
| <b>Developing a<br/>Rubric, or<br/>How Good<br/>Is "Good<br/>Enough"?</b><br><br>T 16-T 21    | <ul style="list-style-type: none"> <li>To prime the design of a performance assessment rubric</li> <li>To determine relevant criteria for the rubric at the three progress checkpoints</li> <li>To determine key indicators for the selected criteria</li> </ul> | <ul style="list-style-type: none"> <li>"I Remember Reading..." activity</li> <li>Determining Criteria and Indicators</li> </ul>   |
| <b>Review and<br/>Plan of Action</b><br><br>T 22-T 23   | <ul style="list-style-type: none"> <li>To review key ideas learned in the workshop</li> <li>To identify short- and long-term goals for implementing what was learned</li> <li>To conclude the workshop</li> </ul>  | <ul style="list-style-type: none"> <li>Pre-service standards chart *</li> <li>Tweaking the Test</li> <li>K-W-L activity</li> <li>Teaching to the test</li> <li>Fundamental characteristics</li> <li>Plan of action</li> <li>Conclude</li> </ul> |

## Notes

\* *It is unlikely you will have time to complete all the activities in these sections. Choose those most appropriate to the group as time allows.*

Notes

## Sample Time Frame Three-Hour Workshop

|         |   |             |
|---------|---|-------------|
| T 1-3   | Welcome/Overview;<br>Reconnecting to the<br>TEKS for LOTE   | 20 minutes* |
| T 4-6   | Comparing traditional<br>and performance-<br>based assessment   | 25 minutes* |
| T 7-13  | Components considered<br>in developing authentic<br>assessment tasks; review<br>of 5 Cs and Progress<br>Checkpoints | 15 minutes  |
| T 14-15 | Developing a performance-<br>based assessment task  | 15 minutes  |
|         | BREAK   | 15 minutes  |
| T 16-17 | Reflecting on important<br>evaluation criteria  | 10 minutes  |
| T 18-21 | Selecting criteria; identifying<br>indicators   | 50 minutes  |
| T 22-23 | Review and plan of action;<br>adapting textbook or<br>currently-used tests;<br>completing KWL; etc.                 | 20 minutes* |
|         | CONCLUDING REMARKS/<br>EVALUATION   | 10 minutes  |

*\* Choose activities from available options as time allows*

---

# Sample Time Frame Six-Hour Workshop

## Notes

|         |   |            |
|---------|---|------------|
| T 1-3   | Welcome/Overview;<br>Reconnecting to the<br>TEKS for LOTE   | 30 minutes |
| T 4-6   | Comparing traditional<br>and performance-<br>based assessment   | 60 minutes |
|         | BREAK   | 15 minutes |
| T 7-13  | Components considered<br>in developing authentic<br>assessment tasks; review<br>of 5 Cs and Progress<br>Checkpoints | 45 minutes |
| T 14-15 | Developing a performance-<br>based assessment task  | 30 minutes |
|         | LUNCH BREAK   |            |
| T 16-17 | Reflecting on important<br>evaluation criteria  | 20 minutes |
| T 18-21 | Selecting criteria; identifying<br>indicators   | 90 minutes |
|         | BREAK   | 15 minutes |
| T 22-23 | Review and plan of action   | 45 minutes |
|         | CONCLUDING REMARKS/<br>EVALUATION   | 10 minutes |

---

# Sample Facilitation Techniques

*The following techniques may be used to get workshop participants to interact with each other and to respond to a text or handout that they have read in preparation for the training or which they will skim during the workshop. You can also use these strategies—or others of your own invention—to have participants process their understanding of a training segment or the training as a whole. The activity list is not exhaustive, but it does provide varied strategies to engage participants.*

## Circle the Wagons

Divide participants into two or three large groups, and seat them in circles (*without* tables) where they will comment on something they found interesting in the reading/discussion. Assign one person the responsibility for ensuring that *every* person says something. For groups of ten or more, this facilitator can hand each person a lapel sticker or post-it flag as they offer a comment so that those who haven't spoken yet may be easily identified. When the time designated for the activity is up, groups should share their topics of discussion with the larger group.

## Carousel

Place flip charts or giant post-it notes around the room, each with a heading or key words from the reading/handout written at the top. Divide participants into the same number of groups as you have charts. Each group stands before a different chart and responds to the heading by writing comments on the chart with a colored marker. You may have labeled columns under the heading, e.g., Pros/Cons or Looks like/Sounds like, etc. After three minutes, groups rotate clockwise to the next chart, adding their comments/reactions in a different color marker. This process forces participants to think beyond the most obvious reactions, since these will have already been noted by the first group. Have groups continue rotating and responding until each has reacted to several cues. Finally, have groups select what they believe is the most important (or interesting, etc.) statement on the chart before which they are currently standing. Once participants return to their seats, a representative from each group will share the statement they selected and explain why it was chosen.

## On the Road Again

Have participants stand in two concentric circles with those in the inside circle facing those in the outside circle. The inner circle will rotate clockwise and the outer circle will rotate counter-clockwise. Participants rotate as you play lively music (such as “On the Road

---

Again!). When the music stops, they take turns sharing with the person standing opposite them the ideas they found most interesting (important, etc.) in the reading/discussion. Continue until participants have shared with several partners. As an alternative, you may provide participants with note cards that have key ideas from the reading/handout that they will share with their partner.

### **Insiders/Outsiders**

Organize participants into groups of five. Three participants from each group will sit in a circle with their knees touching; the remaining two participants will sit outside the circle. For four minutes, the “insiders” will react to the reading/handout/discussion; the “outsiders” may not speak—but they can take notes! After four minutes, two of the insiders change places with the outsiders; repeat the entire process twice again. Often during this activity, typically reticent participants find they *really* want to talk—because they can’t! Once they become insiders, it’s easier for them to make a contribution to the discussion.

### **Key Ideas**

Ask each participant to use a marker and write a main idea (of the text as a whole or of an assigned sub-section of a text) on a sheet of construction paper. Post these pages around the room. Stop periodically throughout the training session and ask participants to respond to one of the posted statements. Participants can write their comments on post-it notes and attach them to the relevant page.

### **Visual Representations**

This activity can be used with a longer text/topic of discussion or to have participants summarize the completed training. Divided into groups of three, participants consider a way to symbolically represent the important ideas they have learned. They may use any supplies you have provided, but they *must* use at least one whole sheet of construction paper. Allow a half-hour for groups to work, then ask them to display and explain their products. (Sample supplies to have on hand: construction paper, string, scissors, drinking straws, straight pins, chart paper, masking tape, glue, etc.)

### **Jigsaw**

This activity works well if you wish to have participants interact with a text they have not seen previously. Divide the text into sections, and divide the participants into the same number of groups as you have sections. Assign each section to one group. In these groups, participants study and discuss their section, becoming the “experts” for the section. Next, participants form new groups (called “home” groups) so that each home group contains (at least) one person from each of the expert groups. Experts share their sections with other mem-

---

bers of the home group so that all participants have an understanding of the whole text, even though they have discussed only one section in detail.

### **Four Corners**

Participants are given a statement or question to which they respond by going to one of four corners of the room labeled: *Strongly Agree, Agree, Disagree, Strongly Disagree*. Once in the corner, participants have a designated amount of time to discuss the reasons for their choice. They may also change their mind and move to another corner during the process. When time is called, groups report on their discussion. The process is repeated with additional questions/statements if desired.

### **Equal Time**

Divide participants into groups of 4 to 5, and ask each person in the group to talk for about 5 minutes on the reading/discussion topic. Once all the members have talked, allow them to discuss for a few minutes more, then ask them to create a visual illustrating the most important ideas to come out of their discussion.

### **Discussion Hosts**

Ask individuals to “host” a small round-table discussion about a selected reading or handout. There should be 4 to 5 participants at each table, and after a given period of time, each “group” moves to a different “host’s” table. To conclude, have “hosts” share salient ideas from the various group discussions.

### **Mapping for Understanding**

Ask participants to map their understanding of the new information (reading, discussion, etc.) as it applies to their classrooms. (Mappings are flow charts, also called clusterings or webbings.) Providing colored markers and construction paper for the task adds to the participants’ interest.

### **I Talk, You Listen/You Talk, I Listen**

Divide the group in half and have them sit in two rows of chairs facing each other. Ask one row of participants to talk to the other row for 3-5 minutes about what they have learned from the material. *NB!* The roles are definitive; the talking row talks; the listening row listens—a one-way exchange of information. After 3-5 minutes, ask one row to move down one seat, then reverse the talker and listener rows. The talkers become listeners and vice versa. Repeat the process several times. At the end, ask individuals to share learnings they found interesting.

---

# Background Information on Transparencies

Notes

The information contained in this section is designed to provide the facilitators with background details needed to thoroughly discuss the Module III-A transparencies and to respond to participants' questions. Detailed instructions for workshop activities are also integrated into this section; you will find them in shaded boxes at the end of the background information for the corresponding transparency. If the content of a transparency corresponds entirely to a workshop activity, then all of the information for that transparency is in the shaded box. (The Talking Points section contains brief prompts for the actual presentation with cross-references to pages in this Background Information section.)

## Important Notes About Module III-A

The goal of this module is to help participants:

- review the differences in traditional and performance-based assessment;
- recognize the match between performance-based assessment and the TEKS for LOTE; and
- learn about and practice a process for designing and evaluating performance-based assessment tasks.

To that end, participants are lead through numerous activities including individual thinking, reflecting, and writing; small group discussions, creating or critiquing; and whole group discussion and analysis. Participants will reflect on/review what they already know about the TEKS for LOTE, compare traditional and performance-based assessment, identify fundamental characteristics of authentic assessment, review the LOTE Program Goals and Progress Checkpoints, develop a performance-based task based on a particular Knowledge and Skill at a particular Progress Checkpoint, and identify evaluation criteria for the performance task as well as indicators of those criteria. This last step is a critical and time-consuming one. ***Please note that the length of various sections in the Background Information does not necessarily correspond to the amount of time that should be devoted to the corresponding transparencies.***

### Rationale for this Training Module

In order to know how to proceed in the classroom, instructors must first consider what they want students to be able to do in the target language at the end of the course or unit or lesson. In essence, curriculum development *begins with* assessment. The TEKS for LOTE outline content and performance standards for language students; developing sample performance assessment tasks helps teachers *operationalize* those standards. Furthermore, the content and methodology used in evaluation tells students what is truly valued in the classroom. It also tells teachers if there is a match,

## Notes

or not, between objectives and instruction. Finally, assessment that is multi-faceted and ongoing is both appropriate and motivating for learners. (Shohamy, 1991)

**Suggestion:** As educators, we often think of assessment in terms of testing and assigning grades. In this workshop, we view assessment more broadly. Traditionally, a “test” suggests a “one-shot,” summative evaluation. Assessment includes such “big assessable moments,” but they are seen as only a portion of an evaluative process that is multi-faceted and ongoing; assessment is both formative and summative in nature. As teachers, we can assess as we listen to students’ questions or pair work, as we reflect on their written assignments and oral responses, as well as when we mark their vocabulary quizzes or chapter tests. We assess in order to help students be more effective learners as well as to provide us feedback on instruction. Evaluation is another term often used interchangeably with assessment and testing. Evaluation, however, goes beyond assessment and suggests a judgment associated with deciding “how good is good enough.” As participants develop performance-based tasks, point out that the tasks can also be used for communicative practice, formative as well as summative evaluation.

### *Workshop Activity Directions*

## Icebreaker

### **Transparencies 1-2/Handouts 1-2**

Welcome the participants, introduce yourself, and talk about why the ideas in this module are important to you. (See rationale above.) Review the main components of the agenda (**Transparency 1/Handout 1**), then, to facilitate the flow of the workshop and to prime participants’ thinking about the TEKS for LOTE, do the following activities:

- Find out who your audience is. How many are teachers? What languages do they teach and what levels? How many are administrators? coordinators? How many have participated in Module I training? Module II training? Ask a very few participants to *briefly* share their previous TEKS for LOTE training experience in a sentence or two.
- Ask participants to work with a partner to complete the *TEKS for LOTE: True or False?* worksheet (**Handout 2**). You should be able to easily judge participants’ familiarity with the TEKS for LOTE from their responses. If they are very familiar, the worksheet at least serves to get them thinking again about the standards.

*For the True/False activity (Transparency 2/Handout 2), participants may, in some cases, reasonably argue either answer depending on their interpretation of the statement. There is not always one “right” answer. The activity is designed to stimulate discussion and review.*

---

## Reconnecting to the TEKS for LOTE Transparency 3/Handout 3

Notes

This workshop examines the implementation of the TEKS for LOTE in the classroom through the lens of assessment. The priming activity will engage participants' thinking and help them focus on the topic: *How should the TEKS be reflected in assessment?* In a **K-W-L** activity, (see *Framework*, pp. 92-93), participants brainstorm a list of items that they **Know** about the topic and that they **Want** to know. At the end of the workshop, they return to the activity and fill in the column listing what they **Learned**. This information helps the presenter direct the flow of the workshop and gives participants an opportunity for real input, a key criteria in obtaining "buy-in."

### *Workshop Activity Directions*

#### **K-W-L Activity**

Tell participants that nothing shows what is valued in the classroom quite as much as what gets assessed. What matters gets measured! Since the TEKS for LOTE obviously "matter," participants will begin thinking about how they are/should be reflected in assessment practices. Ask participants to fill in the first two columns on **Handout 3** (*What I think I Know* and *What I Want to learn*). **Transparency 3** (but *not Handout 3*) contains examples of statements participants might make. Reveal these examples **after** participants have a couple of minutes to work on their own. Allow five minutes total for participants to record their responses, then use a "dipstick" approach to elicit them; i.e., randomly call on a few individuals to share one thing they wrote in column one; repeat for column two. Record responses on chart paper and leave them taped to the wall for reference throughout the workshop. Refer back to them as the various questions are addressed during the session. After receiving four comments for each column, ask if anyone has one more general idea that has not been mentioned. Tell participants they should feel free to add any other "want to learns" as they come up during the workshop. Let them know they will return to the final column, *What I Learned*, at the end of the workshop.

## Matching Goals and Evidence Transparency 4

Before designing an assessment task, teachers must first examine their goals and then determine what *type* of procedure will provide evidence of students' progress in attaining these goals. The ultimate goals for language students in the state of Texas are expressed in the TEKS for LOTE, and these goals are described in terms of student *performance*. That is, they describe what students should know and *be able to do*. Therefore, assessment of students' progress in meeting these goals must also be performance-based. This does not imply, however, that there is *no* place for more traditional types of language tests focused on what students know. It simply means that the type of assessment used should provide the kind of observable data needed to make an appropriate judgment. For example, to find out if students have studied their vocabulary words, a two-minute translation quiz may be entirely appropriate. It will not, however, provide evidence of students' progress in attaining the goal of, for example, expressing preferences. In other words, the information obtained in a short translation quiz (a list of words) is *not* evidence of the students' ability to express preferences.

### *Workshop Activity Directions*

#### **Two Types of Tests: A Comparison**

Use this activity to help reach consensus that a starting point in developing appropriate assessments for the TEKS for LOTE is in understanding the need for the aforementioned match between the established goals and the "evidence" provided by the performance task. In this activity, participants "experience" the difference between two types of tests and discuss their characteristics, including the "evidence" provided. First, ask participants to close their eyes and try to remember what life was like when they were in elementary school. You play the role of the teacher and "administer" the two tests. (Participants don't actually write anything down; they only visualize.)

*(Workshop Activity Directions continued on the following page.)*

*Workshop Activity Directions (continued)***Test One:**

Okay, class, this is a test! Get out a piece of paper and follow my instructions. (Remember, no talking!)

- 1) Write the name of your elementary school.
- 2) Write the names of your elementary school teachers, in order, K-6<sup>th</sup> grade.
- 3) List the room numbers next to the teachers' names.
- 4) List one field trip taken each year.
- 5) List how many students were in your class each year... (You get the picture?)

**Test Two:**

- 1) Okay, class, close your eyes and imagine you're being honored as an "outstanding graduate" of your elementary school. Try to conjure up a picture of that school. You have one minute to think of as many associations as you can.
- 2) Finished? Okay, now spend two minutes listing the images you associated with your elementary school. Add to the list if you have extra time.
- 3) Ready? Okay, now share your list with a partner. What words are the same? Which ones are different? Do you want to add anything else to your list? Do it!
- 4) Next, re-examine your list of images and choose the three words that are most important to you.
- 5) Okay, now prepare your "acceptance speech," take each word in turn and write a few sentences explaining why you chose this word... (You get the picture?)

To process the activity, ask participants to discuss the questions on **Transparency 4** in groups of two or three, then elicit a random sample of group responses. Participants should note that the second test felt more like a "real" task and required them to do more than write down things they had (or hadn't) memorized. Test Two probably produces the most pertinent information and allows for a better "performance" although it is "messy" as Liskin-Gasparro (1997) says (see following page) and not as easy to evaluate.

## Contrasting Traditional and Authentic Assessment

### Transparency 5a-5b/Handout 4

As mentioned above, performance-based standards demand performance-based assessment. The following excerpt was edited from a paper presented by Dr. Judith Liskin-Gasparro at the *Symposium on Spanish Second Language Acquisition* held at the University of Texas at Austin in October, 1997. (See Appendix D for the paper in its entirety.) It presents a clear description of performance-based assessment and contrasts it with traditional language testing.

The language teaching profession in the United States is now having a love affair with a new kind of assessment, one that is variously called "authentic assessment," "alternative assessment," or "performance assessment." These are being hailed as the true path to educational reform. With assessment that is performance-oriented, the thinking goes, with assessment that aims to measure not only the correctness of a response, but also the thought processes involved in arriving at the response, and that encourages students to reflect on their own learning in both depth and breadth, the belief is that instruction will be pushed into a more thoughtful, more reflexive, richer mode as well. Teachers who teach to these kinds of alternative assessments will naturally teach in ways that emphasize reflection, critical thinking, and personal investment in one's own learning. Surely this is a good thing.

Grant Wiggins (1989a, 1989b, 1990, 1994) has written extensively on authentic assessment and on the differences between traditional tests and the new assessment models. His discussion (Wiggins, 1994) on the etymologies of the words "test" and "assessment" provides some interesting insights. The original *testum* was an earthenware pot that was used as a colander, to separate gold from the surrounding ore. The term was later extended to the notion of determining the worth of a product or of a person's effort. The key notion here is that a test measures knowledge or ability *after* the fact, with the assumption that the product of learning will contain in itself all of the information that the evaluator needs to know about the learners and the quality of their thinking processes.

The root of the term "assessment" is *assidere*, which is also the root of the French *asseoir*, to seat or set. It was first used in the sense of setting the value of property to apportion a tax. Assessors traditionally make a site visit -- they inspect the property or the situation and its documents, they categorize its functions, they hear from the owner of the property, they evaluate it by setting it against already-existing standards, and so forth. The assessment requires time, as well as interaction between the assessor and the person or property being assessed, so that the

---

congruence of perception with reality or, in our case, the congruence between underlying mental processes and surface observation, can be verified. The idea here is that the product is *not* sufficient evidence of the quality of the thinking processes that produced it.

The discussions of the new assessment models in much of the education reform literature are admittedly quite polemic, with authentic assessment cast as the hero and standardized, paper-and-pencil tests as the villain. However, some of the more salient distinctions drawn are the following. (Haney and Madaus, 1989; Wiggins, 1990)

- First, authentic assessments are viewed as “direct” measures of student performance, since tasks are designed to incorporate the contexts, problems, and solution strategies that students would use in real life. Traditional standardized tests, in contrast, are seen as “indirect” measures, since test items are designed to “represent competence” by extracting knowledge and skills from their real-life contexts.
- Second, items on standardized instruments tend to test only one domain of knowledge or skill so as to avoid ambiguity for the test taker. Authentic assessment tasks are by design “ill-structured challenges” (Frederiksen, 1984), since their goal is to help students prepare for the complex ambiguities of the “real” world.
- Third, authentic assessments focus on processes and rationales. There is no single correct answer; instead, students are led to craft polished, thorough, and justifiable responses, performances, and products. Traditional tests, on the other hand, are one-time measures that rely on a single correct response to each item; they offer no opportunity for demonstration of thought processes, revision, or interaction with the teacher. Because they usually require brief responses, which are often machine-scored, students construct their responses in only the most minimal way and often by only plugging in a piece of knowledge. There is limited potential for traditional tests to measure higher-order thinking skills since, by definition, those skills involve analysis, interpretation, and multiple perspectives.
- Fourth, the new assessment models involve long-range projects, exhibits, and performances that are linked to the curriculum. Students are aware of how and on what knowledge and skills they are to be assessed. Assessment is conceived of as both an evaluative device and a learning activity. Traditional tests, in contrast, must be kept under lock and key so students do not have knowledge about or access to them ahead of time. Thus, traditional tests may seek to improve student performance in a general way via the washback effect — they will study in a particular way in the hope that this will improve their test performance — but there is virtually no way that students can “learn by doing” while taking a traditional test in the way that they learn while engaging in a performance-based assessment.
- Fifth, in the new assessment models, the teacher is an important collaborator in the creating of tasks as well as

## Notes

---

## Notes

in developing guidelines for scoring and interpretation. Teachers may write traditional tests for their own students and then be responsible for fitting the content and format of the test to the curriculum, but many large-scale tests are developed externally and do not involve at all the teachers whose students are being evaluated. In addition, little or no teacher judgment is required to decide whether a response on a traditional test is correct or incorrect. All of this promotes greater distance between teachers and traditional assessment activities in general and has historically made the study of assessment a pretty dry and unappealing topic in teacher education programs.

- Finally, there is the sticky area of **validity** and **reliability**, both of which are essential features of good assessment instruments. **Validity** has to do with the faithfulness of a test to its purpose; in other words, how well it measures what it actually purports to measure. **Reliability** refers to the consistency and precision of test scores; in other words, how closely the score an individual gets on a particular assessment measure reflects what could be considered his or her "true score." Traditional tests can't be beaten when it comes to reliability, not to mention efficiency. When responses are obviously right or wrong, there is little chance that the scores on a test will vary between one rater and another or if the student takes two parallel versions of the same test. This means that traditional tests lend themselves to a wide range of statistical analyses and comparisons because we can be fairly confident that the true score on a test is very close to the reported score.

The new assessments, on the other hand, are by design ill-structured, messy, open-ended, and complex. And the designers of authentic assessments *like* that this is the case. Because authentic assessments involve students constructing complex, open-ended responses, those who use them will have to struggle with issues of reliability. Where authentic, performance-based assessments shine is when it comes to validity. They reflect real-life tasks, as well as the multi-faceted character of curriculum and pedagogy in ways that a one-shot evaluation cannot. To use an analogy, an authentic assessment is like a videotape of student learning, while a traditional test is more like a single snapshot.

Authentic assessments have been criticized for their subjectivity (largely the reliability issue), and it is certainly true that it is far more difficult to develop standards for evaluation and to apply them consistently across a group of portfolios or oral performances or research projects than it is to do the same for an objective paper-and-pencil test. But the apparent objectivity of traditional tests hides a host of unanswered — and often unasked — questions: Who selected the domains of knowledge to be tested? On what basis? Why were the omitted domains left out? The biases that underlie the development and evaluation of alternative assessments are right there on the surface to be seen, critiqued and, we hope, addressed and corrected, whereas the biases built into traditional tests usually go undetected because they are hidden beneath the surface-level meanings of the test items which in isolation might seem just fine.

If we think about the kinds of foreign language assessments that could be classified as “authentic” or “performance-based” assessments, what would they be? If in the courses you teach or have taken, students have worked on a research project that had stages where they turned in drafts and had conferences with you and where the learning over time was documented as part of the project in addition to the final product, then that was an example of an authentic assessment. If a group of students wrote a skit, got feedback on drafts of the script, staged it and performed it, that would be an authentic assessment. What I am talking about is a multi-staged project that involves reiterative rounds of planning, researching, and producing language and culminating in a product or a performance.

While there are various definitions of authentic assessment, all involve tasks that focus on the communicative, real-world purposes of language rather than on the separate skills of reading, listening, speaking, and writing. They also “involve the learner’s ability to solve problems or perform meaningful tasks using a variety of techniques that are age-appropriate, meet curricular goals,” and provide an opportunity for students to “actively demonstrate what they can do” (The College Board, 1996, p. 30).

#### *Workshop Activity Directions*

### T-Chart

#### **Transparency 5/Handout 4**

Use the T-chart (**Transparency 5/Handout 4**) to further process participants’ experiences with the two sample tests and to help them reflect on the fundamental differences in traditional and performance-based assessment. To complete the activity, have pairs or groups examine the traditional testing descriptors in the left-hand column and come up with contrasting descriptors under the authentic assessment column. After ten minutes, supply transparencies and a marker to each group. (Remember, you need to make these transparencies yourself from the blackline masters found at the end of the Transparencies section.) Each transparency has one of the traditional testing items on the left and an empty block on the right that the group will fill in. (For smaller workshops, you may have one group per transparency; for larger ones, give out multiple copies of the same transparency. Just be sure to cover all the points and all the groups!) Give a minute for the groups to complete their transparencies and then call up a representative from each to share what they wrote. Ask for any clarification, comments, suggestions, revisions. Your goal is to bring them closer to consensus on the completed transparency (**T-5b**) and to lead groups to see that the column on the left better describes Test One and the column on the right better describes Test Two.

## Notes

#### *Alternative Activities*

- Use the handout **Criteria for Authenticity** (Appendix G) to help participants process the information. Copy and cut text into strips and ask pairs to summarize their section for the group.
- Photocopy and use the Liskin Gasparro article as a jigsaw activity. (See *Facilitation Techniques*, p. 27.)

## Fundamental Characteristics of Authentic Assessment

### Transparency 6/Handout 5

Teachers who are already trying to incorporate authentic/performance-based assessment in their classes may be aware that the fundamental attributes of such assessment have been much discussed in the literature. For example, the following key characteristics of authentic assessment were proposed during the K-8 Assessment Workshop sponsored by the National Foreign Language Resource Center at Iowa State University in the summer of 1998:

- *Assessment should be authentic, connected to everyday life.*  
Tasks represent activities students would be likely to undertake in the “real world.” Tasks such as letter writing, phone conversations, shopping trips, and role-plays closely resembling real-life experiences are suggested in *Articulation and Achievement: Connecting Standards, Performance, and Assessment in Foreign Language* (The College Board, 1996).
- *Keep in mind who will use the information (why and for what).*  
The reliability of the “evidence” of learners’ progress towards a goal is strengthened as more information is collected and a greater variety of sources is used. Parents may want to know generally how their child is progressing, whereas the next level’s teacher may require a more detailed description of what the student can and can not do with the language. Useful information for assessing growth comes not only from testing, the big evaluative moments, but also from homework, classwork, group work, informal teacher observation, peer evaluation, portfolios, and self-evaluation (among others).
- *Use a universal grading scale, appropriate to the age of the speaker and provide an explanation of the results of assessment.*  
Rather than using “secure tests” kept under lock and key, Wiggins advocates providing students “transparent and demystified criteria and standards” from day one. He

contends the assessment should allow for “thorough preparation, as well as accurate self-assessment and self-adjustment by the student; questions and tasks may be discussed, clarified and even appropriately modified, etc. through discussion with the assessor and/or one’s colleagues.” (Wiggins, 1994, pp. 75-76)

- *Look at both the process and product to evaluate students.*  
Wiggins (1994, p. 73) says:  
When we perform we try to “execute a task or process and to bring it to completion.” Our ability to perform with knowledge therefore can only be assessed by our having to produce some work of our own, using a repertoire of knowledge and skills while responsive to the particular tasks and contexts at hand. (The use of the plural is important: we assess “performance” through many different “performances” in diverse settings and situations, whether we are considering professional athletes or doctors.)
- *Involve students in the process of evaluation.*  
As mentioned above, both peer and self-evaluations provide strong motivation and hold students accountable for their own progress. (**Appendix E** provides an example of a self-evaluation rating form. Once students indicate they can accomplish a task, they perform the task for the teacher who checks it off on a tally sheet.)
- *Use multiple samples of students’ language.*  
Shohamy (1991) contends that assessment should be multiple and ongoing to improve reliability. Homework assignments, interactions with classmates, self-assessment checklists, quickie quizzes, reaction papers, video and audio tapes, etc., provide multiple evidences of students’ progress towards a goal.
- *Provide an opportunity for students to show what they can do as well as what they know.*  
According to Wiggins (1994, p. 74):  
Mastery is never about producing pat answers on cue. Thoughtful and effective understanding and communication in context implies being able to do something effective, transformative, or novel with a complex situation. An authentic test enables us to watch a learner tackle, pose and solve open-ended and context-bound problems.

Jorgensen (1994) characterizes authentic assessment as involving a collaboration between teacher and learner (and learner and learner) and emphasizes the open-endedness of

## Notes

the assessment task, i.e., multiple response options. She believes authentic assessment is characterized by:

- incorporating production tasks,
- involving the teacher as participant and observer,
- requiring collaboration,
- allowing investigation,
- providing motivation and promoting curiosity,
- facilitating response preference,
- allowing multiple strategies,
- having multiple solutions and incorporating multiple goals,
- having relevance and topic currency, and
- tapping higher-order thinking skills.

### *Workshop Activity Directions*

#### **Fundamental Characteristics of Performance-Based Assessment**

Ask participants to synthesize the discussion of traditional vs. performance-based assessment by coming up with a few “fundamental characteristics” of an assessment they believe will provide evidence of students’ progress towards meeting the goals of the TEKS for LOTE. Have the original small groups combine with others to form groups of 4-6 participants for this brainstorming activity, using **Handout 5** to make their lists. Allow five minutes for groups to discuss and come up with their top three or four suggestions. Go around to each group in random order, asking for just one of their suggestions. If their top idea has already been expressed, they should give the next idea on their list. As the fundamental characteristics are given, record them on **Transparency 6**, guiding participants as needed to identify key characteristics mentioned above. (Refer back to the participants’ K-W-L questions and point out any that have been addressed by the preceding discussion.)

## **Developing a Performance-Based Assessment Task**

### **Transparencies 7-15/Handout 6**

There are numerous elements that figure in the development of quality assessment aimed at evaluating students’ progress towards the goals established in the TEKS for LOTE (**Transparency 7**). Real-life demands, the Program Goals (5 Cs) and the three communication modes (interpersonal, interpretive, and

presentational), the three Progress Checkpoints (Novice, Intermediate, and Advanced proficiency levels), and relevant language components needed to accomplish real-life tasks (such as vocabulary, structures, and communicative strategies) must all be taken into consideration. Most traditional assessment focuses on language components, the blue ring on **Transparency 7**. The transparency illustrates that these components play a *supportive* role as students move closer to the bull's-eye of the target: Program Goals and real-life demands.

### Real-Life Demands

Focusing the goals of language instruction on the ways language is used in real-life links classroom learning with the world beyond. Rather than simply learning *about* the language, students learn to function *in* the language. Appropriate assessment, therefore, provides students with the opportunity to actively demonstrate their ability to function in the target language for communicative purposes.

### Program Goals

Emphasizing the communicative nature of language learning in the TEKS for LOTE is the Communication Program Goal (**Transparency 8**), the hub around which the other Program Goals (Cultures, Connections, Comparisons, and Communities) revolve. Through the Communication Goal, students develop the skills necessary to manipulate the content of the other four Program Goals.

All performance-based assessment involves some type of communication, and that communication may be divided into three modes (**Transparency 9**):

- *Interpersonal*. This communication mode involves an exchange of information between two or more persons that is important to both the speaker(s) and the listener(s) (or the readers and writers). Examples include a conversational exchange of opinions or the negotiation of a decision via e-mail.
- *Interpretive*. This mode involves the receptive communication of an oral or written message, entailing understanding first the gist of the message, then increasing levels of detail, moving from a general to a complex interpretation of something heard, read, or viewed. The communicative source (e.g., the author, speaker, or actor) is not present or accessible; therefore, negotiation of meaning is not possible. An example would be reading and looking through several travel brochures to decide where to take a vacation.
- *Presentation*. The presentational mode calls for the creation of formal messages (e.g., public speaking or a newspaper editorial) to be interpreted by listeners or readers where there is no opportunity for active negotiation of meaning between listeners and speakers or readers and writers.

---

## Notes

As they devise performance-based assessment tasks, teachers should provide opportunities for students to function in *each* of the three communication modes while using the other four Cs for content. Sample objectives for these Program Goals are listed below:

- *Cultures*
  - interact in the target culture in a culturally appropriate way
  - identify social practices from the target culture
- *Connections*
  - use authentic resources to learn new information about another subject area
  - use technology to communicate with native speakers
- *Comparisons*
  - accurately compare a target language social custom to a native social custom
  - recognize the influences of the target language on English
- *Communities*
  - use the target language to communicate with native speakers in the community
  - use the target language to obtain information about a career of interest

*(See Appendix F for a detailed description of the Program Goals and Communication Modes.)*

### **Progress Checkpoints**

Teachers should keep in mind students' proficiency levels as they develop assessment tasks. Language proficiency is not developed in a strict linear progression of equal-sized blocks of material learned and tested, but rather develops over time with guidance and practice (**Transparencies 10-13**). For this reason, in a performance-based classroom test, assigned tasks must be appropriate for the students' current proficiency level. The goal of a classroom test is to evaluate students' progress towards meeting the goals of the TEKS for LOTE *at their current proficiency level*.

*(See Appendix F for a detailed description of the Progress Checkpoints.)*

### **Language Components**

As previously mentioned, the development of curriculum begins with decisions about how to best assess instructional objectives. Language components (vocabulary, grammatical structures, communicative strategies) are the tools students use to help them meet those objectives. Thus, the language components chosen for use in class at a given time should be based on what tools students will need to do the assessment task.

---

## Sample Assessment Tasks Based on the Five Cs

Below are examples of sample assessment tasks related to the topic of school and focusing on the three modes and 5 Cs.

## Notes

### Communication

- *Interpersonal mode*
  - Exchange opinions with a partner or in groups on school courses.
  - Work with a partner to negotiate agreement on an ideal school schedule.
- *Interpretive mode*
  - Choose a summer school immersion program to participate in by looking through several brochures.
- *Presentational mode*
  - Write a letter to the editor of the school newspaper describing changes you'd like to see in course offerings.
  - Present a five-minute talk to native speakers on what makes your school unique.

### Cultures

- Interact in the target language in culturally appropriate ways when greeting teachers, fellow students, friends, visitors.
- Identify practices in the target culture related to school (lunchtime, extracurricular activities, etc.).

### Connections

- Use the Internet to find a study abroad program that interests you.
- Use target language magazines, newspapers, etc., to find information on a research paper topic for another class.

### Comparisons

- Compare the school system in your own and the target culture(s).
- Talk to a foreign exchange student to find out how they view the American educational system.

### Communities

- Use the language to communicate with key pals in a "sister" school in the target culture.
- Use the Internet or other library resources to find out about the qualifications required to become a school teacher in the target culture.

## Notes

- If your group is fairly familiar with the TEKS for LOTE, you might prefer to review the Program Goals, Progress Checkpoints, and Language Components by passing out **Transparencies 8-13** and asking the volunteers to briefly summarize or elaborate.

### *Workshop Activity Directions*

#### **Practice in Designing a Performance-Based Assessment Task**

Follow the steps below to review briefly the Communication Modes and Progress Checkpoints before asking participants to design a performance task.

- Point out the various components that must be taken into consideration when developing assessment tasks (**Transparencies 7-10**).
- Elicit several examples of tasks illustrating the three communication modes that could be used for assessment purposes. Record responses on chart paper.
- Now choose one of the activities suggested by participants in Step 1 that you believe is appropriate for the *Intermediate* Progress Checkpoint. Explain your reasoning as you review the Intermediate TEKS-pectations (**Transparency 11**). Ask participants for suggestions on adapting the activity to the Novice level, discussing and reviewing Novice TEKS-pectations (**Transparency 12**) as you go. Repeat, trying to adapt the original activity to the Advanced Progress Checkpoint and reviewing those TEKS-pectations (**Transparency 13**).
- Divide groups into those with experience teaching students at each Progress Checkpoint: Novice, Intermediate, or Advanced. Sub-divide these into groups of two or three, if necessary.
- To develop the task (**Transparency 14/Handout 6**), ask participants to think of a real class, envisioning the age, interests, and language ability of these students. Ask them to choose a topic (e.g., school, leisure activities, food!) and show **Transparency 7** again as you lead them through the following steps. First, they should be clear on the communication goal: interpersonal, interpretive, or presentational. They should also take language level into consideration; the tip of the arrow (**Transparency 14/Handout 6**) illustrates how the Progress Checkpoints serve as a filter for the task design. Second, they should consider content goals from the other Cs (Cultures, Communities, Comparisons, Connections) related to their chosen topic. (They do not need a goal from every C but should look for valid objectives related to the topic and appropriate for the students.) Finally, they will take into consideration relevant vocabulary, structures, and communicative strategies. (Refer participants to pages 40-71 in the Framework for examples.)

*(Workshop Activity Directions continued on following page.)*

*Workshop Activity Directions (continued)*

- You may want to walk participants through an example of the steps mentioned above, then allow adequate time for groups to devise and write down their performance tasks (**Handout 6**). As they do so, remind them that the task should match the expectations for the designated Progress Checkpoint and allow students to *actively* demonstrate what they can do in the target language. Use the suggestions provided in the preceding pages to help groups that are “stuck.” (Keep **Transparency 15** on the overhead projector as groups develop their assessment tasks.)
- Finally, have groups prepare a one-minute description of their assessment task that they then share with the other groups at their same Progress Checkpoint level. As they do so, members of their level group will comment on the key questions found on **Transparency 15**.
- Note any points from the K-W-L activity that have been addressed in this section of the workshop.

**Notes**

## Developing a Rubric or How Good Is ‘Good Enough’?

### Transparencies 16-17/Handout 7

The performance assessment task tells “how” students are going to show their progress toward meeting the goals of the TEKS for LOTE. Evaluating that progress means determining how good is “good enough.” Rubrics are used to capture signs of students’ progress. Although there is no set formula for developing a rubric, one model involves first identifying key criteria for the task and then determining, for each criteria, indicators describing “meets expectations,” “exceeds expectations,” and “not there yet” performances. The selection of the initial criteria is crucial because they reveal what is most valued as evident in the instructional objectives. In general, rubrics should:

- focus on the performance objectives,
- capture the proficiency level of the students, and
- reflect the stage of the process from which the sample is taken (for example, first draft, peer-edited draft, final copy, etc.)

---

## Notes

The second point mentioned above, capturing the students' proficiency level with the rubric's indicators, is especially important. Rubrics should not confound indicators of what is "good" for a native speaker with what might be evidence of a "good" performance for a novice-level learner. Consideration must also be given as to how indicators change from the novice to the advanced level. Consider the following examples of what may be expected at the three Progress Checkpoints for some common evaluation criteria:

### **Fluency**

Novice – Sticks to memorized words, phrases, and sentence structures

Intermediate – Creates some sentences

Advanced – Comfortably extends the description/narration

### **Accuracy**

Novice – Some accuracy because most language is memorized

Intermediate – Frequent errors as student tries to create with language

Advanced – Frequent errors only on more complex language usage

### **Depth of Vocabulary**

Novice – Memorized words

Intermediate – Some variety expected, some circumlocution

Advanced – Accurate vocabulary, greater variety

### **Organization/Complexity/Depth of Description**

Novice – Single words; details given in lists; phrases more random and brief

Intermediate – Short, concrete statements; minimal detail; some sentence-length expansions

Advanced – Uses transition and increasing detail; narrates up to paragraph-length; can tell a full story

As mentioned before, there are numerous procedures for creating both holistic and analytic rubrics. But because most teachers are very familiar with and may tend to focus on analytic evaluation to the exclusion of holistic, this workshop stresses a more holistic rubric with only three key criteria subdivided into three levels of performance. Obviously, certain situations will necessitate more key criteria and perhaps more levels of performance, but these are issues to be worked out by teachers and districts in context.

## I Remember Reading...

This activity primes the development of rubrics for evaluating the assessment tasks just created. Participants reflect on something they've read recently that made an impression on them, identify the characteristics that gave it impact, and compare that to criteria usually used to evaluate students' work.

- Ask participants to think about something they have read in the past six months that made a strong impression on them. It might be a formal essay or a novel, but more likely it was a memo, an article, a card, a cartoon, a letter, or a thank-you note. They should reflect individually and jot down on **Handout 7** what it was and what gave the writing its impact (a list of characteristics).
- After three minutes, process their responses. Using the dipstick approach again, elicit examples of the types of writing they thought of. Record these on the left of **Transparency 16**, then elicit and record the characteristics they mention on the right side of the transparency. If participants respond with vague criteria, push them to come up with indicators of that criteria. For example, if a criteria is *style*, ask what about the style made the writing memorable (e.g., clarity, word choice, directness). Some ideas you hope to get: emotional impact, pleasure to read, hard-hitting or interesting topic, simplicity, etc.
- After eliciting the characteristics that gave the writing its impact, compare their criteria with those of a traditional scoring guide for writing assignments used in many language classrooms (**Transparency 17**). Have participants respond to the following questions regarding the traditional rubric:
  - Does it indicate what gave the writing its impact?
  - Does it focus on communication? (getting the idea across?)
  - Based on what we've indicated we value, what components should we add/delete from the rubric?

- *Participants are likely to point out that most of what they read was already grammatically correct. The main point, however, is that they also value **other** criteria, and some consideration should also be given those when evaluating students' work.*

## Notes

- *This is a crucial and difficult activity, so allow plenty of time – 40 minutes to an hour. If you are conducting a six-hour workshop, you'll have time for participants to practice using more than one evaluation task.*

### *Workshop Activity Directions*

## Determining Criteria and Indicators

### **Transparencies 18-21/Handouts 8-9**

Now that participants have considered, in general, the importance of choosing valued criteria for their rubrics, they will begin to devise a rubric of their own for the assessment task they just developed.

- Participants return to the small groups that developed the original assessment task at a given proficiency level. Keeping in mind the descriptors for their Progress Checkpoint, have them write down (**Transparency 18, Handout 8**) what they feel are the most important, “valued” criteria, the ones that prove student achievement of the goals for their performance task.

- What is my goal for the students’ performance?
- What is the best evidence of that goal?

These criteria will be broad and may include such items as communicative effort, comprehensibility, completion of the task, appropriateness, fluency, grammatical accuracy, depth of vocabulary, clarity, organization, and others.

- Elicit criteria from the “Novice” group(s) until four to five are recorded on a flip chart. Do the same for the Intermediate and Advanced Groups.
- Groups select the three most important criteria from their list (or any they may have added during the discussion) and write those in the rectangles on **Handout 9**.

In the next step, groups identify “indicators” of their valued criteria, that is, descriptions of *How good is “good enough”?* (**Transparency 19**). Prompt groups to stay focused on their Progress Checkpoint, encouraging them, for example, to think of students in terms of “good for a beginner” rather than “bad compared to a native speaker.” Ask what would be good for a beginner on the criterion of, say, fluency? How does that expectation change for the intermediate level learner? What characterizes good fluency for the advanced student?

*(Workshop Activity Directions continued on the following page.)*

*Workshop Activity Directions (continued)*

- Now participants must decide on indicators for the criteria: *exceeds expectations, meets expectations, not there yet*. For each criterion, groups decide how they would describe a student's performance that meets their expectations, taking into consideration their instructional mode and the student's proficiency level. That "indicator" is filled in the rubric template (**Handout 9**), and participants repeat the process for indicators of less than satisfactory work ("not there yet") for the same criterion, then impressive or exemplary work. Tell them to describe students' work in term of what it *does* contain and *does* look like, not in terms of what is missing. Repeat for the remaining criteria. Also caution groups not to quantify their indicators. (Briefly show **Transparency 20**, Don't Turn a Rubric into a Checklist). If you feel the groups would benefit from an example, show them the holistic rubric on **Transparency 21**.
- Have groups share their indicators for the key criteria. Remind participants that there is no one right way to proceed and that experience using the rubric will reveal any need for change. The key question to be answered is: *Does the rubric provide the information needed?* The rubric is a tool for providing feedback, helping students improve their performance and the teacher her instruction.

**Notes**

## Review and Plan of Action

### Transparencies 22-23

Focusing on rubrics that capture curriculum goals helps teachers look for assessable moments rather than just big assessment "events." The performance assessment tasks make it clear to students (and teachers) what is important to learn and how well students are learning it. The pre-service standards outlined in *Preparing Language Teachers to Implement the Texas Essential Knowledge and Skills for Languages Other Than English*, produced by Project ExCELL, make clear that the ability to "select and design assessment tools that support and document the development of knowledge and skills" in the 5 Cs is crucial. (See chart on following page.)

- *The concluding section of the workshop contains a variety of activities to help participants synthesize what they've learned and begin planning for the future. Each has a slightly different focus, so, based on your "take" on participants' enthusiasm and the amount of time remaining, complete as many of them as possible.*

## Notes

- *This chart may be used in a six-hour workshop under the "Review and Plan of Action" section. Choose one of the suggested facilitation techniques or use one of your own to help participants process the information.*

**Teachers use assessment strategies to evaluate language development, knowledge of culture, and the design and effectiveness of the language program itself.**

| Knowledge  | Performance   |
|--|---|
| <p>Teachers:</p> <p>Know how to identify and interpret students' affective and cognitive needs.</p>  | <p>Teachers:</p> <p>Use a variety of formal and/or informal methods to:</p> <ul style="list-style-type: none"> <li>• ascertain students' attitudes about language learning</li> <li>• assess students' language strengths and weaknesses and their cultural understandings.</li> </ul>      |
| <p>Know how to guide students in the use of language-learning strategies that will allow them to grow into independent, self-assessing language learners.</p>  | <p>Guide students in self-assessment, the use of metacognitive learning strategies, and their understanding of the language-learning process.</p>   |
| <p>Know how to analyze assessment data and use information to guide teaching and learning.</p>   | <p>Use student data, observations of teaching, and interactions with colleagues to reflect on and improve teaching practice and to guide student learning.</p> <p>Use assessment results in reporting student achievement to students, parents, administrators, and other policymakers.</p> |
| <p>Know how to select and design assessment tools that support and document the development of knowledge and skills in the program goal areas of communication, cultures, connections, comparisons, and communities.</p> | <p>Select and design assessment tools that are content-embedded, performance-based, and that simulate real-world tasks.</p> <p>Use achievement, prochievement, and proficiency tests as appropriate.</p>  |

| <b>Knowledge</b>   | <b>Performance</b>  |
|--|---|
| <p>Teachers:</p> <p>Understand the need for multiple, ongoing formal and informal assessments.</p>               | <p>Teachers:</p> <p>Use varied formal and informal assessment methods to gather student data, such as student observation, portfolios, independent and group projects, checklists, student self-rating, peer rating, holistic writing, tapes, anecdotal records, research, surveys, questionnaires, journals, and conferences.</p> <p>Employ technology in student assessment; for example, use techniques such as video-taping or website creation as a means to evaluate student performance.</p> |
| <p>Understand that individual students have differing learning styles and hence, differing assessment needs.</p> | <p>Use alternative forms of assessment that are varied, continuous, interactive, collaborative, and process- as well as product-oriented.</p> <p>Provide assessment opportunities that accommodate students' varied learning styles.</p>  |
| <p>Know how to assess native speakers' oral and written language proficiency.</p>                                | <p>Use formal and informal methods that simulate the students' actual language domain as well as domains that are new to them.</p>  |
| <p>Know how to contribute to the evaluation of a language program.</p>   | <p>Help analyze scope, sequence, and articulation of a program for successful application of content, language, culture, and teaching strategies.</p>   |

**Notes**

## Notes

- For six-hour workshops, provide several examples of publisher test items on handouts and have groups brainstorm, then share ways to improve these existing assessments.

## Workshop Activity Directions

### Review and Plan of Action

- **Tweaking the Test** – No teacher has time to “reinvent the wheel.” While still encouraging participants to begin developing their own performance-based assessments, show them how they may be able to revise the tests already available to bring them more into line with the “fundamental characteristics” of authentic assessment that they have been discussing. Show **Transparency 22**, an example of a test item from a publisher’s test bank. Ask about the characteristics of the test (authentic? real-world tasks? performance-based? focuses on higher order thinking skills? allows for a variety of responses?). Ask participants for suggestions on “tweaking” the test to make it more authentic. If needed, suggest that a real-world response to a letter would be *responding* to the letter! Point out that comprehension is checked by the way students respond, addressing questions asked and sharing information about their own courses, etc. Point out that the change to authentic assessment does not occur overnight, and suggest they modify and/or use what they already have that “works.” Remind them that activities they develop for communicative practice in class can be retooled and used as summative test tasks.
- **K-W-L Activity** – Ask participants to reflect on the larger concepts dealt with in the workshop, and to look back to the K-W-L activity. After individually filling in the third column, *What I Learned*, they should share two key thoughts with a partner.
- **Teaching to the Test** – Have participants read and respond to the question on **Transparency 23**. The obvious desired response is “C”—if the test is designed around the TEKS for LOTE and provides evidence (observable data) of students’ progress toward meeting those goals!
- **Fundamental Characteristics** – Now that they have designed a performance-based task and developed a sample evaluation rubric, have participants look back at the Fundamental Characteristics of Authentic Assessment they listed earlier. Are there any revisions they would make? Ask for their feedback on implementing performance-based assessment in the classroom and how they feel their students and teaching will benefit.

Ideas you might want to share include:

- Assessment based on rubrics allows teachers to chart progress for a wider variety of students, moving along a continuum from novice to intermediate to advanced.

(Workshop Activity Directions continued on the following page.)

*Workshop Activity Directions (continued)*

- Students with learning disabilities or other exceptional needs will benefit from the focus on clear criteria and indicators in learning and assessing.
- Heritage speakers benefit from the built-in challenge to “exceed” the regular expectations in a course.
- **Plan of Action** – Using **Transparency 24** and **Handout 10**, have participants brainstorm a plan of action for the school year and share with their group. (*To implement what I’ve learned about performance-based assessment, I will...*) If you will be offering Part B of Module III later in the year, ask participants to commit to something they will do between now and then to move toward more authentic assessment. Tell them you will “debrief” at the next workshop to see what they have been able to put into practice and to discuss questions and issues that arose. Finally, let participants know that Part B of Module III builds on the sorts of performance assessment tasks developed in Part A, linking assessment and instruction. It will focus on how to design curriculum that captures the goals of the TEKS for LOTE and that clearly shows the path for students to move from novice to intermediate to the advanced Progress Checkpoints.

**Notes**

## **DON'T FORGET THE EVALUATION OR SIGN-IN ROSTER!**

Allow ten minutes for participants to complete the evaluation included at the end of the Handouts section of this manual. Send copies of the evaluation forms to the LOTE CED in one of the large postage-paid envelopes provided in this binder.

Also, please send a LOTE CED Module Workshop Roster back to the LOTE CED every time you conduct a workshop (also included in this binder.) If the workshop venue already uses another type of sign-in sheet, please photocopy that sheet and send in a copy. Please ensure that whatever you send includes your name, your co-presenter’s name, the date of the workshop, the module presented, the workshop location, and the number of participants.

---

---

## References

The College Board (1996). Articulation and achievement: Connecting standards, performance, and assessment in foreign language. New York, NY: College Entrance Examination Board.

Frederiksen, N. (1984). The real test bias: Influences of testing on teaching and learning. American Psychologist, 39, 3: 193-202.

Haney, W. and Madaus, G. (1989). Searching for alternatives to standardized tests: Whys, whats, and whithers. Phi Delta Kappan, 70,9: 683-687.

Jorgensen, M. (1994). Assessing habits of mind: Performance-based assessments in science and mathematics. Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education.

Liskin-Gasparro, J. (1997, October). Testing in an age of assessment: Some theoretical and practical considerations. Address given at Symposium on Spanish Second-Language Acquisition at the University of Texas, Austin, Texas.

Shohamy, E (1991). Connecting testing and learning in the classroom and on the program level. In J. Phillips (Ed.), Building Bridges and Making Connections (pp. 88-122). South Burlington, Vermont: Northeast Conference.

Wiggins, G. (1989). A true test: Toward more authentic and equitable assessment. Phi Delta Kappan, 70,9: 703-713.

Wiggins, G. (1989). Teaching to the (authentic) test. Educational Leadership, 46, 7: 41-47.

Wiggins, G. (1990). The case for authentic assessment. ERIC Digest. Washington, DC: ERIC Clearinghouse on Tests, Measurement, and Evaluation.

Wiggins, G. (1994). Toward more authentic assessment of language performance. In Charles R. Hancock (Ed.), Teaching, testing, and assessment: Making the connection. (pp. 69-79.) Lincoln Wood, IL: National Textbook Company.



# Talking Points



## Transparency 1

### 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 Pla
- Evaluation

## Transparency 2

### 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.)

T-2

## Agenda

- Have the transparency on the overhead projector and pass out handout packets as participants enter the room.
- Introduce yourself, then explain the purpose and main sections of the workshop.
- Choose and complete one or both icebreaker activities.

## True/False Quiz

- Guide participants through the True/False quiz (T2/HO2) and/or the K-W-L Activity below.

## Transparency 3

### How should the TEKS for LOTE be reflected in assessment?

|  |  |  |
|--|--|--|
|   |   |   |
| <ul style="list-style-type: none"> <li>★ From the TEKS for LOTE come my lesson goals.</li> <li>★ My assessment should match my goals.</li> <li>★</li> <li>★</li> </ul> | <ul style="list-style-type: none"> <li>★ How can I design assessment that matches the TEKS for LOTE?</li> <li>★ How do performance expectations help me focus classroom assessment?</li> <li>★ How do I gather evidence of students' ability to meet the expectations?</li> <li>★</li> </ul> | <ul style="list-style-type: none"> <li>★</li> <li>★</li> <li>★</li> <li>★</li> </ul> |

T-3

## K-W-L Activity

- Have participants fill in the first two columns on HO-3. After a couple of minutes, put up T-3 to spur their thinking.
- Call on participants to share items on their handout, and encourage them to add to their lists throughout the workshop.

## Comparing Traditional and Performance - Based Assessment

- Lead participants to “experience” two different types of tests, then process their reactions using the questions on T-4, *and/or*
- Have them complete and discuss the T-chart on T-5a-b/HO 4, helping bring them to consensus on the differences in traditional and authentic assessment (BI pp. 30-33), *and/or*
- Use a technique of your choice to help participants process Criteria for Authenticity (Appendix G) or the Liskin-Gasparro article (Appendix D).
- To summarize, ask participants to propose a list of fundamental characteristics of authentic assessment that they will use in developing a performance-based assessment task, (T-6/HO-5).

## Developing TEKS-Based Assessment

- Show Transparency 7 and discuss the importance of the various components that go into developing a performance-based assessment task.

### Transparency 4

#### 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?

T-4

### Transparencies 5a & 5b

#### 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.   | 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.   |

T-5b

### Transparency 6

#### Fundamental Characteristics of Performance-Based Assessment

Assessment should

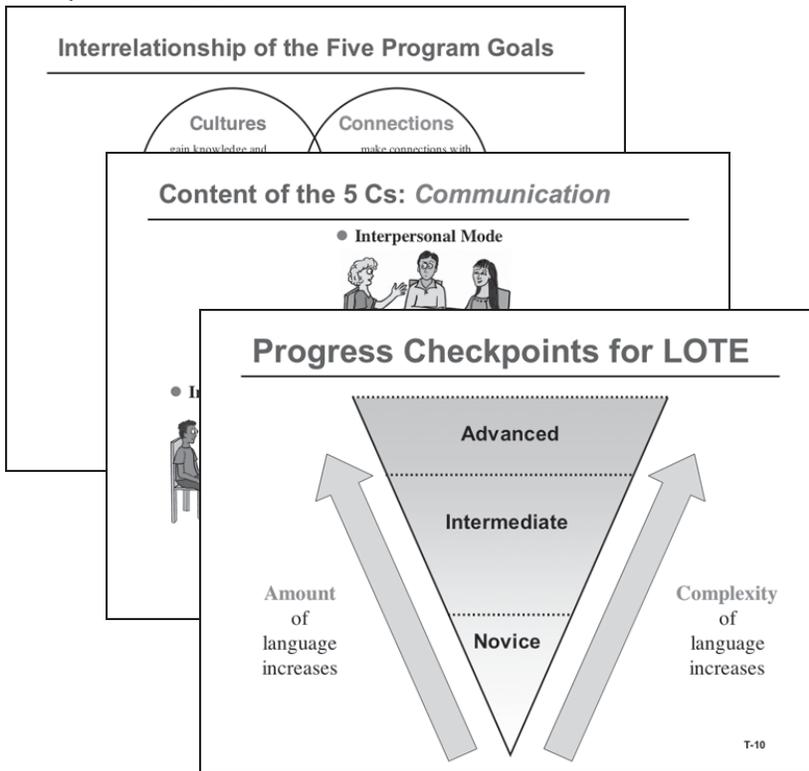
- ✓
- ✓
- ✓
- ✓
- ✓

### Transparency 7

#### Developing TEKS-Based Assessment

T-7

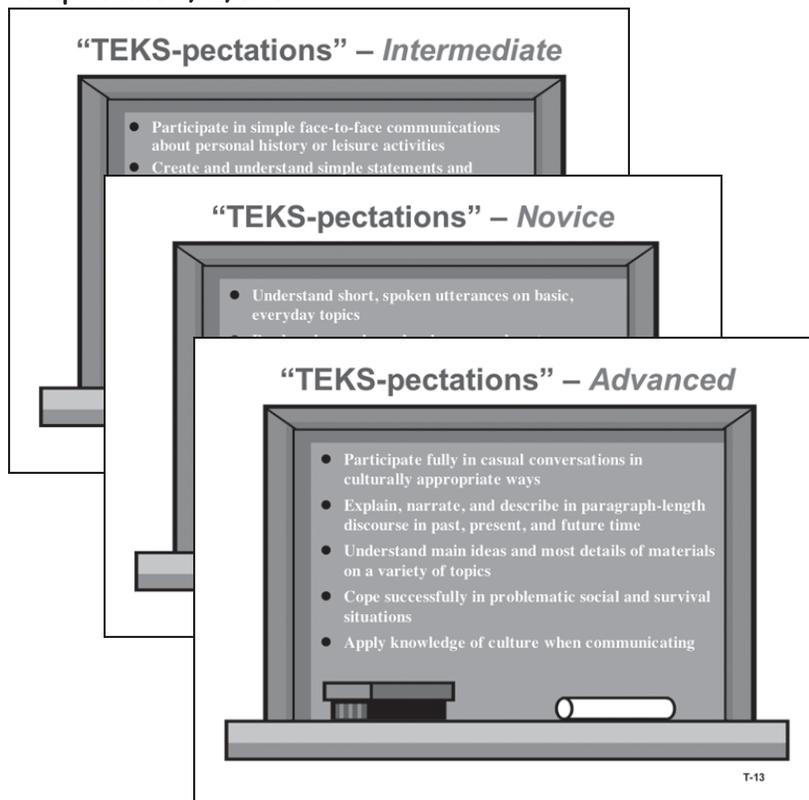
Transparencies 8, 9, & 10



Program Goals, Communication Modes, and Progress Checkpoints

- Use Transparencies 8-10 to briefly review the Program Goals, Communication Modes, and Progress Checkpoints.
- Provide examples as needed depending on participants' background knowledge.

Transparencies 11, 12, & 13



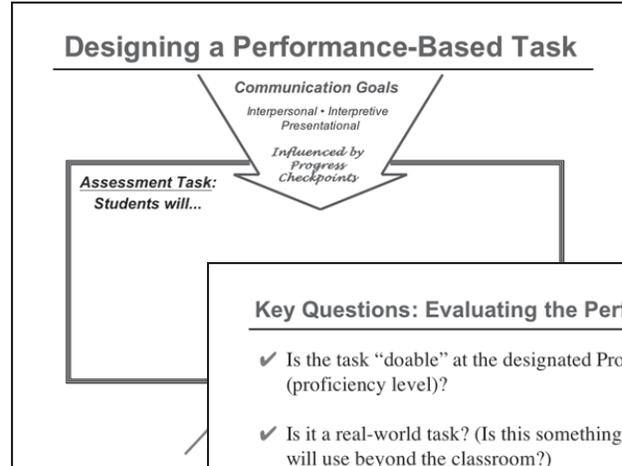
Review of Progress Checkpoints

- Elicit examples of performance-based tasks in the various communication modes, then use one of participants' examples at the *intermediate* Progress Checkpoint to review the TEKS-pectations for that level (T-11).
- Ask participants to adapt the task to the other two Progress Checkpoints and use Transparencies 12-13, as needed, to review those TEKS-pectations.

## Developing a Performance-Based Assessment Task

- Using Transparency 14, lead participants through a sample task development, considering all components. Elicit a sample topic; sample Program Goals and mode; sample proficiency level; and sample vocabulary, structures, or language functions to be assessed.
- Have groups work on developing their own performance-based assessment task using Handout 6.
- Use the “key questions” on Transparency 15 to guide discussion and critique as groups’ share the tasks they’ve developed.

### Transparencies 14



### Transparency 15

#### 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?

T-15

## I Remember Reading...

- Ask participants to complete Handout 7, identifying the characteristics that made something they recently read meaningful or important to them.
- As you elicit their responses, record them on Transparency 16.
- Have them evaluate the “traditional” scoring rubric (T-17) and compare it’s criteria with the criteria they mentioned above.

### Transparency 16

**I Remember Reading...**

Letters    Novels    News    Memos    Cards    E-mail

Describe the writing that had the greatest impact on you in the past six months:

List what gave it that impact:

### Transparency 17

#### 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: \_\_\_\_\_

T-17

Transparency 18

### 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:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Transparency 19

### Rubrics (2): How Good is "Good Enough"?

Performance Task: \_\_\_\_\_  
 Progress Checkpoint : \_\_\_\_\_

Key Criteria → 1  2  3

Indicators for...

- Exceeds Expectations
- \* Meets/Satisfies Expectations
- Not There Yet

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

T-19

## Rubrics: Identifying Key Criteria

- Give participants time to brainstorm key evaluation criteria for the group's performance task (T-18/HO-8) that will reflect the goal for the students' performance, keeping in mind the targeted proficiency level.
- Record four or five key criteria from each proficiency level on a flip chart.

Transparency 20

### 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 responses:**  
 0 = No responses  
 1 = One response  
 2-3-4 responses  
 5 = Five responses  
 \_ = More than five responses

Transparency 21

### Sample Holistic Rating Scale

Performance Task: Greetings and Introductions  
 Progress Checkpoint : Novice

Key Criteria → 1  Task Completion 2  Comprehensibility 3  Vocabulary

Indicators for...

- Exceeds Expectations
- \* Meets/Satisfies Expectations
- Not There Yet

|  |   |   |
|--|---|---|
|  |   |   |
| 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. |
| 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.                      |
| Minimal attempt to complete the task, and/or responses frequently inappropriate. | Responses barely comprehensible.  | Inadequate and/or inaccurate use of vocabulary.               |

T-21

## Rubrics: How Good is 'Good Enough'?

- Now have groups identify "indicators" for three of their valued criteria (T-19/HO-9): *exceeds expectations, meets expectations, not there yet.*
- Encourage groups to think in terms of "good for a beginner" rather than "bad for a native speaker," and direct them *not* to turn the rubric into a checklist (T-20).
- Provide the sample holistic rubric if groups need guidance (T-21).
- Guide groups to reflect on whether or not the rubric provides the information needed as they share their criteria and indicators.

## Review and Plan of Action

- Tell teachers they do not need to start from scratch in developing new assessment measures. Encourage them to adapt what's already in their repertoire, discussing how the sample test item (T-22) could be modified.
- Ask participants to look back to Handout 3, the K-W-L activity, and have them complete and comment on the final column, *What I Learned*.
- Conclude by having participants respond to the question on Transparency 23, revise their fundamental characteristics of authentic assessment, and/or develop their own plan of action for matching their assessments to the goals described in the TEKS for LOTE (use T-24 and HO-10).

### Transparencies 21, 22, & 23

## 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*



### A Multiple Choice Test with One Question

Teaching to the test is:

A Good

1. M  
a  
b  
c

What do I do now?



T-24

## DON'T FORGET THE EVALUATION!

- Allow ten minutes for participants to complete the evaluation included at the end of the Handouts section of this manual (Handouts 11a-b).
- Draw Handout 12 to their attention if they're interested in ordering any Project ExCELL publications.

### Handouts 11a, 11b, & 12

**Evaluation Form for Module III**  
**TEKS for LOTE: Developing Curriculum/Addressing Assessment (Part 1)**

Using a scale from 1 to 5, where 1 means "not at all helpful" and 5 means "very helpful," please indicate the degree to which the following sections of the workshop were useful for you.

a. Review of the TEKS for LOTE  
not at all helpful 1 2 3 4 5 very helpful

b. Discussion and comparison of traditional and performance-based assessment  
not at all helpful 1 2 3 4 5 very helpful

c. Development of fundamental characteristics of an authentic assessment  
not at all helpful 1 2 3 4 5 very helpful

d. Discussion and examples of components considered in developing assessment tasks  
not at all helpful 1 2 3 4 5 very helpful

e. Development of a performance-based assessment task  
not at all helpful 1 2 3 4 5 very helpful

f. Development of assessment criteria and indicators for the task  
not at all helpful 1 2 3 4 5 very helpful

g. Discussion of how to adapt materials currently used  
not at all helpful 1 2 3 4 5 very helpful

h. Establishment of a plan of action for incorporating authentic assessment in the classroom  
not at all helpful 1 2 3 4 5 very helpful

HO- 11a

HO- 11b

### Ordering Project ExCELL Publications

The following documents were prepared by Project ExCELL, and were developed through a contract with the Texas Education Agency with funding provided by the U.S. Department of Education's Fund for the Improvement of Education.

*A Texas Framework for Languages Other Than English*  
*Professional Development for Language Teachers: Implementing the Texas Essential Knowledge and Skills for Languages Other Than English*  
*Preparing Language Teachers to Implement the Texas Essential Knowledge and Skills for Languages Other Than English*

All documents include the Texas Essential Knowledge and Skills for Languages Other Than English and may be purchased from the Texas Foreign Language Association or the Texas Education Agency.

- Photocopied versions of all three documents are available from TFLA for the cost of duplicating and mailing.
  - TFLA members: \$2.50 each or \$6.00 for all three
  - Non-members: \$3.50 each or \$9.00 for all three
- Send Checks, payable to TFLA, to:
  - Phyllis B. Thompson
  - Houston Baptist University
  - 7502 Fondren
  - Houston, Texas 77074
- An original version of *A Texas Framework for Languages Other Than English* can be obtained from TEA.
  - Schools: \$8.00
  - Profit: \$10.00

To order, contact:  
Publications Distribution and Sales  
Texas Education Agency  
1701 North Congress  
Austin, Texas 78701  
Tel: (512) 463-9744

Prepaid orders may be addressed to:  
Skip Baylor  
P.O. Box 13617  
Austin, Texas 78711-3617

HO-12