ASSESSMENT GUIDANCE and RUBRICS

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Formative Assessments

- Formative = Feedback
- Assessment FOR learning
- Guide instruction and achievement of focused tasks by checking for understanding during the learning process.
- Inform the teacher *and* the student how to close the gap between where the student currently is and where he or she needs to be, based on a targeted learning standard.
- Provide timely, detailed feedback to the teacher *and* the student, which will allow them both to move the learning process forward.

Examples of Formative Assessments may include:

➢ Non-verbal response (whiteboards, etc.)	➢ Exit slips
➢ Short quizzes over specific vocabulary or discrete grammar points	➢ Polling (clickers, Poll Everywhere, etc.)
➢ Think-pair-share	➢ Red/green cards
➢ TPR or kinesthetic activities	➢ Five-finger fist to show understanding
➢ Questions and answers	➢ Peer editing or monitoring
➢ KWL charts	➢ Observations
➢ Role plays	➢ Additional ideas

Summative Assessments

- Summative = Summary
- Assessment OF learning
- Allow students to apply what they know and can do at the end of an instructional unit or extended period of time.
- Allow the teacher to determine whether the student has performed at the targeted level by comparing performance/proficiency against the learning standard.

*Examples of Summative Assessments may include:*

➢ Integrated performance assessments	➢ Projects and portfolios
➢ Oral presentations and interviews	➢ Unit, semester or final exams
➢ Comprehensive reading or listening/viewing assignments	➢ Comprehensive written or speaking/signing assignments

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Integrated Performance Assessment (IPA)

- A summative demonstration of what students can do on their own in a culturally authentic context.
- Discrete grammar and vocabulary points are not assessed.
- Learners are evaluated using performance or proficiency rubrics.
- **IPA tasks are integrated logically across a thematic focus (e.g., travel, food, careers):**
    1. an i**nterpretive** reading and/or listening task based on an *authentic* resource* (i.e., a text, video clip or audio clip that was created *by* native speakers *for* native speakers).
    2. an **interpersonal** writing and/or speaking task that is built upon the previous interpretive task.*
    3. a p**resentationa**l writing and/or speaking task that is built upon the previous interpersonal task.*

    * *The order of tasks may vary*
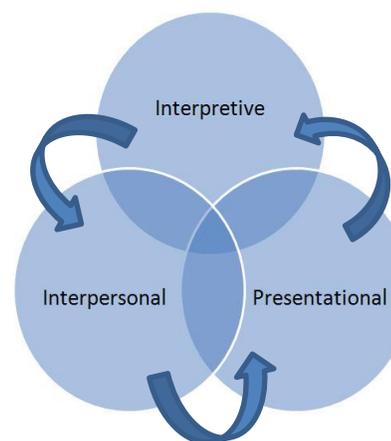
Performance-Based IPA

- This IPA is given as a summative assessment **at the end of an instructional unit** to determine learner achievement relative to the concepts that were taught.
- Tasks are based on material from that unit.
- Learners can prepare to do these tasks through rehearsal throughout the course of the unit.
- Tasks are based on a central theme across the three modes of communication.
- Discrete grammar and vocabulary points are not assessed.

Proficiency-Based IPA

- This IPA is given as a summative assessment **at the end of an extended period of time** to demonstrate student proficiency in a non-rehearsed context.
- This can be used as a pre/post-assessment for evaluative purposes, or as a semester/final exam.
- Tasks are spontaneous and not prepared for ahead of time.
- Tasks are based on a central theme across the three modes of communication. The theme should not have been recently covered.
- Students draw on any language they have acquired in order to accomplish the communicative tasks.
- Discrete grammar and vocabulary points are not assessed.

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Rubric

- is a standardized scoring tool used to assess student performance on a variety of tasks.

- is composed of sets of criteria linked to standards and learning objectives.

- describes the expectations in student-friendly language prior to evaluation.

- provides feedback for self-evaluation and peer review in order to improve performance.

- focuses on key elements that are essential for the communicative task.

- is aligned to the proficiency level of students and the mode of communication being evaluated.

- makes grading easier to understand for the students, empowering them to set achievable goals.

Analytic Rubric for Assessing End-of-Unit Performance

- *is useful for evaluating performance on a summative assessment at the end of an instructional unit.*
- divides evaluative criteria into categories that focus on specific elements (e.g., fluency, structures, task completion).
- guides improvement by revealing strengths and weaknesses that can guide improvement.

Holistic Rubric for Assessing Proficiency

- *is useful for evaluating proficiency on a summative assessment at the beginning and end of a long period of time (e.g., pre/post-assessment)*
- evaluates work or performance as a whole.
- combines criteria into a general descriptive paragraph.
- shows students whether they have met a targeted level or standard.

Rubrics

Ohio's Rubrics for Performance and Proficiency

References

Battelle for Kids, 2013. FIP Your School Ohio. http://portal.battelleforkids.org/FIPOhio.

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Sandrock, Paul. *The Keys to Assessing Language Performance: A Teacher's Manual for Measuring Student Progress.* American Council on the Teaching of Foreign Languages, 2010.

Adair, Glisan, Troyan. *Implementing Integrated Performance Assessments.* American Council on the Teaching of Foreign Languages, 2013