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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 |
**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 **interpretive** 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 **presentational** 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.
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
