

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:

<ul style="list-style-type: none">➤ Non-verbal response (whiteboards, etc.)➤ Short quizzes over specific vocabulary or discrete grammar points➤ Think-pair-share➤ TPR or kinesthetic activities➤ Questions and answers➤ KWL charts➤ Role plays	<ul style="list-style-type: none">➤ Exit slips➤ Polling (clickers, Poll Everywhere, etc.)➤ Red/green cards➤ Five-finger fist to show understanding➤ Peer editing or monitoring➤ Observations➤ Additional ideas
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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:

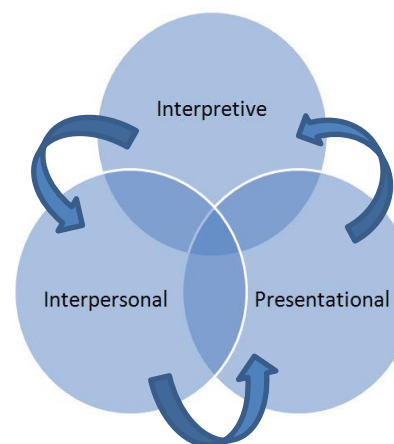
<ul style="list-style-type: none">➤ Integrated performance assessments➤ Oral presentations and interviews➤ Comprehensive reading or listening/viewing assignments	<ul style="list-style-type: none">➤ Projects and portfolios➤ Unit, semester or final exams➤ Comprehensive written or speaking/signing assignments
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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 **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.

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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.

Sample Rubrics

<ul style="list-style-type: none">• ACTFL rubrics• AP (Advanced Placement)• Fairfax County Schools• FL Educators of New Jersey	<ul style="list-style-type: none">• Jefferson County Public Schools• Ohio Foreign Language Association• Ohio State University CAAP• University of Minnesota-CARLA
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References

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

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