Assessment and Rubrics for World Languages

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Formative Assessment

- Formative = Feedback
- Assessment FOR learning
- Guides instruction and achievement of focused tasks by checking for understanding during the learning process, either formally or informally.
- Informs the teacher and the learner how to close the gap between where the learner currently is and where they need to be, based on a targeted standard or outcome.
- Provides timely, detailed feedback to the teacher and the learner, which will allow them both to move forward in the learning process.

Examples of Formative Assessments may include:

- Non-verbal response (whiteboards, etc.)
- Short quizzes over specific vocabulary or structures
- Think-pair-share activities
- Kinesthetic activities
- Questions and answers
- KWL charts
- Exit slips
- Polling or surveys
- Red/green cards
- Five-finger fist to show understanding
- Peer editing or monitoring
- Informal observations
- Role plays

Summative Assessment

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

Examples of Summative Assessments may include:

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

Integrated Performance Assessment (IPA)

- Is a summative demonstration of what learners can do on their own in a culturally authentic context.

- Has tasks that are aligned to the learning outcomes of the unit or topic of instruction.

- Does not assess discrete grammar and vocabulary points.

- Is used in conjunction with performance or proficiency rubrics to evaluate results.

- Integrates tasks logically* across a thematic intercultural focus (e.g., travel, food, careers):

    1. an **interpretive** reading, listening or viewing task that is based on an *authentic resource* (i.e., a text or media source that was created by native speakers for native speakers of the target language or culture, not for non-native language learners).

    2. an **interpersonal** written, spoken or signed conversation that is built upon the previous interpretive task.

    3. a **presentationa**l written, spoken or signed task that is built upon the previous interpersonal task.
    * *The order of tasks may vary*

Performance-Based 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.

- Contains tasks that are based on material from that unit.

- Contains tasks that are based on a central theme across the three modes of communication.

- Does not assess discrete grammar and vocabulary points.

Proficiency-Based IPA
- Is given as a summative assessment *at the end of an extended period of time* to determine a learner's proficiency** in a non-rehearsed context.

- Can be used as a pre/post-assessment for evaluative purposes, as a semester/final exam or as a comprehensive assessment in general.

- Contains tasks that are spontaneous and not prepared for ahead of time.

- Contains tasks that are based on a central theme across the three modes of communication.

- Allows learners to draw on any language they have acquired in order to accomplish the communicative tasks.

- Does not assess discrete grammar and vocabulary points.

*** Proficiency in this instance is defined as the level of language learners can use in a non-rehearsed or spontaneous classroom or learning context.*

[CARLA Assessment and IPA Information](#)

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Rubric

- Is a standardized scoring tool used to assess learner performance on a variety of tasks.
- Is composed of sets of criteria linked to standards and learning objectives.
- Describes the expectations in learner-friendly language prior to evaluation.
- Provides feedback for self-evaluation and peer review in order to improve performance.
- Guides assessment creation by outlining the key elements that are essential for the communicative tasks.
- Is aligned to the proficiency level of learners and the mode of communication being evaluated.
- Makes grading easier to understand for the learners, empowering them to set achievable goals.

Performance Rubric for Unit Assessments
- Evaluates learner 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, accuracy, task completion).
- Provides targeted feedback for improvement by revealing strengths and areas of growth.

Proficiency Rubric for Holistic Assessment
- Evaluates learner proficiency* as a whole on a summative assessment over an extended learning period (e.g., pre-/post-assessment, semester or final exam).
- Includes all the criteria to be considered together, based on the targeted proficiency level.
- Determines the proficiency level based on meeting all criteria at that level.

  Proficiency in this instance is defined as the level of language learners can use in a non-rehearsed or spontaneous classroom or learning context.

Ohio Rubrics for Performance and Proficiency
[Download the Ohio Rubrics](#)

- Includes performance rubrics that can be used at the end of a unit, for any level of performance.
- Includes proficiency rubrics from Novice Mid – Advanced Low proficiency levels.
- Includes two pages for each type of rubric:
  - a single-point rubric page with learner-friendly criteria and space for self-assessment or teacher feedback.
  - a full rubric page with detailed criteria for each component or proficiency level.

References

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