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ASSESSMENT GUIDANCE and RUBRICS

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.)
- Short quizzes over specific vocabulary or discrete grammar points
- Think-pair-share
- TPR or kinesthetic activities
- Questions and answers
- KWL charts
- Role plays
- Exit slips
- Polling (clickers, Poll Everywhere, etc.)
- Red/green cards
- Five-finger fist to show understanding
- Peer editing or monitoring
- Observations
- 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
- Oral presentations and interviews
- Comprehensive reading or listening/viewing assignments
- Projects and portfolios
- Unit, semester or final exams
- Comprehensive written or speaking/signing assignments

Assessment Guidance and Rubrics

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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.
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**

- ACTFL rubrics
- AP (Advanced Placement)
- Fairfax County Schools
- FL Educators of New Jersey
- Jefferson County Public Schools
- Ohio Foreign Language Association
- Ohio State University CAAP
- University of Minnesota-CARLA
References

