

Integrated Performance Assessment

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Characteristics of Integrated Performance Assessment

Authentic: Reflect tasks that individuals do in the world outside the classroom

Performance-Based: Reflect how students USE the language and cultural knowledge in communicative tasks

Based on the 3 Modes of Communication: Interpretive, Interpersonal, Presentational

Integrated: Sandwich Communication plus other goal area(s) of the standards

Show developmental progress of proficiency:

- Novice (Novice-high; beginning)
- Intermediate (Intermediate-low/mid; emerging)
- Pre-Advanced (Intermediate-high; expanding)

Blend with classroom instruction and experiences: Teaching to the test (in a positive sense)

A Project of the American Council on the Teaching of Foreign Languages
(www.actfl.org - Click on "Publications")
Standards Assessment Design Project

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Characteristics of Interpersonal, Interpretive, and Presentational Communication: Implications for Assessment

	Interpersonal	Interpretive	Presentational
Characteristics	<ul style="list-style-type: none"> • Message is most important • Spontaneous • Staying on topic • Follow-through on ideas • Attentive to partner • Authentic reactions • Negotiation of meaning (two-way communication) 	<ul style="list-style-type: none"> • Begin with the gist • Move to deeper levels of details • Use context clues • Predict, guess, use structures to aid meaning • Authentic materials 	<ul style="list-style-type: none"> • Delivery of the message is most important • Awareness of audience • Maintain audience's attention • Non-negotiated (one-way communication) • Rehearsed, practiced • Edited, polished
<i>Sample Assessments Targeting Novice-High</i>	<ul style="list-style-type: none"> • Identify what you and your partner have in common on the given topic (school, relatives) • Talk to a friend about a prepared illustration (family photograph, trip postcard) 	<ul style="list-style-type: none"> • Tell the main idea or purpose of a news article • Identify from a list of logical key ideas those actually found in a short story 	<ul style="list-style-type: none"> • Role play ordering in a restaurant, going to the post office, or buying clothes • Write a letter of introduction to a future host family
<i>Sample Assessments Targeting Intermediate-Low</i>	<ul style="list-style-type: none"> • Meet your friend at a café and talk about what you did today. 	<ul style="list-style-type: none"> • Make a list of the key ideas, and highlight where they are found in a reading • Give details that support the main idea of a short story • Use context clues to predict the meaning of words or phrases in a reading 	<ul style="list-style-type: none"> • Retell a story or personal anecdote • Present a public service announcement
<i>Sample Assessments Targeting Intermediate-Mid</i>	<ul style="list-style-type: none"> • Come to an agreement on a topic that has various points of view 	<ul style="list-style-type: none"> • From a list of statements, identify logical and illogical inferences, explaining the choice made 	<ul style="list-style-type: none"> • Give a short speech about living in another culture • Stage an authentic piece of literature or drama
<i>Sample Assessments Targeting Intermediate-High</i>	<ul style="list-style-type: none"> • Convince your partner or small group to adopt your stand on an issue 	<ul style="list-style-type: none"> • Explain the author's (speaker's, director's) perspective on the subject matter, drawing on what is known about the target culture 	<ul style="list-style-type: none"> • Write an essay comparing and contrasting US culture and the target culture, analyzing how the similarities and differences impact each country's view of the world.

What Makes the Right Travel Destination for Me?

Unit Level Performance Assessments

Novice Level

Interpretive	Presentational	Interpersonal
Listen to a travelogue: match photos to each description heard	Write a brief website description for 5 places of interest (where, hours open, admission, etc.)	In pairs, look at 5 photos and discuss likes and dislikes, deciding which 2 places to visit on your last day in the target country

Intermediate Level

Interpretive	Presentational	Interpersonal
Complete a fact sheet about the area you have selected to visit in the target country, using Internet resources	Create a commercial and a flyer to showcase the region you have selected	Discuss with a partner the places in classmates' commercials, explaining which you want to visit and why

Pre-Advanced (Intermediate-High) Level

Interpretive	Interpersonal	Presentational
Investigate places for study, travel, or work in the target country; identify how they would be helpful to four careers you are exploring	Evaluate with a partner the career advantages you could gain by studying, traveling, or working in the target country	Write a letter to apply for an internship, explaining how the experience will fit into your career plans, and how you have prepared for it

Advanced Level

Interpersonal	Presentational	Interpretive
Discuss stereotypes of the target culture that you know you see differently now; identify ideas you want to investigate while in the target country	Write a newspaper editorial explaining one U.S. cultural phenomenon that is likely to be misinterpreted by tourists from the target country	Read a work of literature with a strong sense of place; describe the cultural influences shaping the main idea or conflict

What is the target for performance?

Think about the unit you are planning.

What are the assessment targets for Interpretive, Interpersonal, and Presentational communication?

How do these performance assessments engage and motivate your students?

Interpretive Performance	Presentational Performance	Interpersonal Performance

Activities to Prepare for these Performance Assessments:

Interpretive Practice	Presentational Practice	Interpersonal Practice

Knowledge Students Need to be Successful on these Performance Assessments:

Language Functions	Vocabulary	Structures

INTERPRETIVE TASK – Intermediate Level

- I. **Supporting information.** For each of the following,
- circle the letter of each logical detail that is actually mentioned in the article
 - write the information that is given in the article in the space provided

Note to teacher: Provide 5 correct statements that support the main idea and 3 distracters.

- A. Foods that make your body strong - _____
- B. Names of vitamins to buy at the health food store - _____
- C. Suggestions for losing weight - _____
- D. A recommended cholesterol level - _____
- E. Ways to limit your salt intake - _____
- F. Types of effective physical exercise - _____
- G. Ways to relax before going to bed - _____
- H. Sources to contact for good diet tips - _____

II. **Meaning from context.**

Based on this passage, write what the boldface words probably mean in English.

1. bajos en **grasa** (1st paragraph) - _____
2. mejores hábitos **alimenticios** (4th paragraph) - _____
3. los ejercicios más **relajantes** (5th paragraph) - _____

III. **Inferences.**

Answer the following questions by providing as many reasons as you can. Your responses may be in English or in Spanish.

Note to teacher: Write two open-ended questions “why do you think that”, “why is it important that”, “what might be the effect of”, etc., that require inference on the part of the student. Here is where you are asking students to tie in cultural knowledge, relating practices and products to perspectives. This is where your classroom instruction ties into assessment, asking students to apply what they’ve learned.

1. What problems might a person have if he or she doesn’t eat a variety of foods?
Use details from the article to support your answer.
2. Why is it important to have a regular exercise program? Explain using information from the article and noting anything you feel is stressed more in Argentina than in the U.S.

- IV. **Main idea.** Answer the following question in one sentence in English:
What is the author’s point (main idea) in this article?

Careers – Thematic Curriculum Unit – Performance Assessment

The intention is that all instruction and assessments are completed in the target language, with the exception of reading and listening comprehension assessments which may require use of English to demonstrate understanding of the texts.

Elementary School, Grade 3

Key Question: Who am I?/Who are you?

Theme: **Work/Careers**

Topic: When I grow up

<i>Communication Mode:</i>	<i>Interpretive</i>	<i>Presentational</i>	<i>Interpersonal</i>
<i>Performance Assessment</i>	Listen to a story about someone in a profession in the community; on a paper with pictures of different scenes from the story, place #1 by the first scene, #2 by the second scene, etc.	Make a picture book showing members of a family and what they do for a living; include yourself and what you want to do some day. Label the pictures with the person's family role and profession. (Here is my mother. She is a dentist). Place a star by anyone who uses/could use more than one language on the job. Share your picture book with other classmates.	After sharing your picture book with other classmates, answer questions about the people in your picture book. Ask classmates questions about the people in their picture books. (Who is that? What does he do?)

Elementary School, Grade 5

Key Question: What is my/your life like?

Theme: **Work/Careers**

Topic: Community Workers

<i>Communication Mode:</i>	<i>Interpretive</i>	<i>Interpersonal</i>	<i>Presentational</i>
<i>Performance Assessment</i>	Watch a video or a slide presentation of a city in a country where the target language is spoken showing the various businesses and city services. Students will match on a paper the names of the various businesses and a short description of what happens at each business.	With a group of 2 or 3 classmates, plan and discuss how to make a decorative tourist map for an imaginary city in a country where the target language is spoken. Create a tourist map with streets, businesses, and city services labeled.	Work with a group of two or three classmates to prepare and present a commercial for job opportunities in their imaginary city. The commercial should include a variety of jobs, where they are located in the city and a reason to choose each job.

Middle School, Grade 8

Key Question: How do I/you look at the world?

Theme: **Work/Careers**

Topic: Interests and Careers

<i>Communication Mode:</i>	<i>Interpretive</i>	<i>Presentational</i>	<i>Interpersonal</i>
<i>Performance Assessment</i>	Read about a student from the target culture who describes his/her daily schedule including interests, part-time jobs, school coursework, weekend activities, social life, future plans. Summarize similarities and differences between the student's life and your own; draw some conclusions about how compatible you would be with this student, giving reasons for your conclusions.	Give a presentation about your life and interests. Indicate how these activities reflect your personality. Include some possibilities for your future in terms of career, study, travel, pursuing personal interests.	Discuss with a group of classmates plans for high school. Indicate what kinds of courses you will take and how they will prepare you for your future plans. Discuss career options and which ones interest or don't interest you and why.

High School, Grade 10

Key Question: How do I/you look at the world?

Theme: **Work/Careers**

Topic: Future Careers/Goals

<i>Communication Mode:</i>	Interpretive	Interpersonal	Presentational
Performance Assessment	Read interviews of workers in the target culture describing their career selection and preparation. Summarize their education and training, career path. Note positive or negative implications about their career choice.	Using questions adapted from career preference surveys, students interview each other about what is important in a chosen profession including talents, interests, skills, education preparation, opportunities.	Complete a “Curriculum Vitae” or resume with biographical data, education and work history. Create a cover letter in which career and workplace desires are described, highlighting personal characteristics that make one well-suited for a particular career.

High School, Grade 12

Key Question: What do I think? What do I feel?

Theme: **Work/Careers**

Topic: Preparing for International Careers

<i>Communication Mode:</i>	Interpretive	Interpersonal	Presentational
Performance Assessment	Listen to a presentation by a guest speaker concerning how he/she uses languages on the job. Summarize the presentation. Discuss how important knowledge of another language and cross-cultural understanding are to success in this career. Include any questions that the speaker may not have directly answered, hypothesizing why he/she may have avoided a direct answer.	Discuss in a group of 4 to 5 people your options for career choices based on a variety of criteria including: availability of jobs, competition for jobs, salary, security, opportunity for travel, opportunity to use another language, opportunity for advancement, personal satisfaction, service to humanity, etc. Discuss the pros and cons of each career possibility.	Write a letter applying for an internship in a foreign company where you would like to work. State your qualifications, your career goals, your knowledge of languages and cross-cultural understanding, which could enhance your candidacy.

From:

Planning Curriculum for Learning World Languages

Wisconsin Department of Public Instruction

July 2002

http://dpi.wi.gov/pubsales/global_1.html

Focus Questions

for Reviewing Performance Assessment Tasks and Rubrics

1. Will the task produce a language sample with the elements you want to evaluate according to the rubric? Look at what students have to do.

For example:

Presentational: will students have to extend a description, narrate, create paragraphs – or can they just list things?

Interpersonal: will students have to try to maintain/sustain the conversation – or can they just take turns?

2. Does the prompt for the assessment task motivate students to do the task? Are they drawn into the task; will they be interested in doing it? (This will produce a better language sample as students won't perceive it as simply an assignment on a verb form or a vocabulary quiz).
3. Is the task generic enough so that students with different amounts of vocabulary background and even different content knowledge can still be evaluated fairly on their language proficiency? These assessments are not so specific as a quiz or chapter test).
4. Do the interpretive tasks focus on reading strategies rather than simply on knowing vocabulary or translating? Look for evidence that students have to use context clues, guess via cognates, use the structure of the text (charts, schedules, menus, etc.), use structural knowledge (word or sentence level) to get at meaning or apply cultural knowledge.
5. Does the rubric focus on quality and not quantity (Is it broader than one right answer)?

Resources:

Annenberg/CPB Library

Teaching Foreign Languages K-12: A Library of Classroom Practices:

<http://www.learner.org/channel/libraries/tfl/>

The *Teaching Foreign Languages K-12* video library and professional development guide bring to life the *Standards for Foreign Language Learning in the 21st Century*. Illustrating effective instruction and assessment strategies, the series documents 27 teachers and their students in K-12 classrooms around the country as they study eight languages across a range of competency levels.

Teaching Foreign Languages K-12: Workshops

<http://www.learner.org/resources/series201.html>

A video workshop for K-12 teachers; 8 half-hour video programs, workshop guide, and website; graduate credit available. Leading researchers and practicing teachers discuss how the standards play out in day-to-day classroom situations. Workshop guide available online and in print, plus interactive activities on the web.

Wisconsin Educational Communications Board

World Language Assessment: Get in the Mode!

<http://www.ecb.org/worldlanguageassessment/>

Seven video segments (15 minutes each) take teachers into K-12 classrooms to explore issues and examples of assessing world languages. This program supports and empowers world language educators to improve student proficiency through a variety of assessment strategies. Focusing on the three modes of communication (interpretive, presentational, and interpersonal), this resource, including web resources, provides a framework of formative, interim, and summative assessments for use at any grade level.

Foreign Language Educators of New Jersey (FLENJ)

Consortium for Assessing Performance Standards

<http://flenj.org/CAPS/?page=parent/>

The assessment tasks found on this web site are the product of three years of work by teachers in four New Jersey school districts. All work for this project was funded by a Foreign Language Assistance Program grant that was awarded in September 2003. On this web site you can access the 70 assessment tasks developed, the rubrics developed for these tasks, samples of student work for some of the tasks, and answers to frequently asked questions.