



STARTALK: Preparing Teachers for the 21st Century

Day 5



Review-Reflect

- Comments or questions on Monday's class?



Can-do statements for today

- Identify the purpose and usage of assessment.
- Develop various types of assessments that require students to demonstrate evidence of learning.
- define proficiency and identify assessment tools



Assessment – Big Ideas

- Enduring Understanding: Assessment is an essential element of planning and instruction
- Essential Question: What kinds of assessment will help me and my students reach our language learning goal? How can we use assessment to help students and programs grow?



Student Assessment

- Formative
- Summative
- Good tests lead to good teaching, especially when we plan with the Backward Design approach



Performance Assessment

- Link directly to objectives
- What should students be able to DO?
- How to design good tasks?
- Contextualize
- Meaningful
- Performance, not drill
- Start at the end – the target and the standard

Sample Performance Assessments

- Should look just like normal tasks students do regularly – they won't even know they are being assessed!

Sample Performance Assessments

- BAME

Beginning

Approaching

Meeting

Exceeding

Evaluating Performance

- Checklists. Including can-do statements

- Rubrics

Analytic

RubiStar: <http://rubistar.4teachers.org/>

holistic

Assessment

Checklist: Students is expected to say: "I want _____ (fruits)."		
Date	Yes	No
S1		
S2		
S3		
S4		
S....		

Students:
1. Watch a video clip on character Wo (U/ME) after the reading activity.
2. Making My Chinese book-fruit page:

a. Cut the fruit out of the newspaper or draw fruits.
b. Paste on My Chinese Book and cut the characters out with Pinyin.
c. Paste the character labels with the right pictures.
d. Students draw favorite fruits on the last page.
e. Students share their books.

Checklist for reading and writing:	
Name	_____
Date	_____
Student is able to :	S N U
_____ read the sentence pattern	_____
_____ write correctly	_____
_____ correct order	_____
_____ write correctly	_____
_____ know the meaning	_____
_____ match the Characters with pictures	_____
S=Satisfactory N=Needs Improvement U=Unsatisfactory	

Assessment for singing

Checklist for singing:	
Name	_____
Date	_____
Students will be able to:	S N U
_____ Know the words of the song.	_____
_____ sing the song correctly.	_____
_____ Act out.	_____

Oral assessment

General Checklist for the oral test on Fruits			
Name _____	Class _____	Date _____	
Student is able to:			
	Yes	With help	Not yet
Say the fruits learned in this lesson	_____	_____	_____
Express needs such as, "I want"	_____	_____	_____
Express feeling such as "I am hungry."	_____	_____	_____
Count the fruits from 1 to 10	_____	_____	_____
Identify the fruit characters with pictures	_____	_____	_____
Act out the verbs hungry	_____	_____	_____
Sing a song about the fruits	_____	_____	_____

Small book rubric

Rubric for the small book project on Fruits				
Criteria	4	3	2	1
Preparedness	Student is completely prepared	Student seems pretty prepared, but need more work	Student is somewhat prepared, but lack of completeness	Student doesn't see at all prepared.
Complete Contents	Student covers all the fruits and label all of them in Chinese	Student covers most of the fruits and label most of them in Chinese	Student covers some of fruits and label some of them in Chinese	Student covers very little of fruits and doesn't label them in Chinese
Uses Complete Sentences	Student uses the complete sentence to express what fruits the pig wants	Student uses some complete sentence to express what fruits the pig wants	Student uses incomplete sentence to express what fruits the pig wants	Student doesn't use the sentence to express what fruits the pig wants
Creativity	Student draws beautiful pictures of fruits and label them	Student draws some beautiful pictures of fruits and label some of them	Student draw a few pictures of fruits and label a little of them	Student draw very little pictures of fruits and doesn't label them

Group task

- Take one element of your unit/ any activity we have brainstormed
- Create an assessment for it – a can-do, performance
- Create a rubric for how you would “grade” the performance
- Share with class

What is proficiency?

- functional language ability
- what someone can DO in the language
- unrehearsed

What is proficiency?

- The OPI “assesses language proficiency in terms of the ability to use the language effectively and appropriately in real-life situations”
- “The OPI is not an achievement test”
- The OPI assesses “each individual performance to the assessment criteria”



The “old” scale

- Inverted pyramid
- Major categories

Novice

Intermediate

Advanced

Superior



Which major level?

- Can communicate minimally with formulaic and rote utterances, lists and phrases.
- May be difficult to understand, even for speakers accustomed to dealing with non-native speakers.



Which major level?

- Can narrate and describe in major time frames and deal effectively with an unanticipated complication.
- Understood without difficulty by speakers unaccustomed to dealing with non-native speakers



What's the requirement to be certified in WA?

- Advanced low – WPT and OPIc



Credit for proficiency

- <http://www.k12.wa.us/WorldLanguages/CompetencyBasedCredits.aspx>
- Novice Mid – 1 credit (Carnegie Unit)
- Novice High – 2 credits
- Intermediate Low – 3 credits
- Intermediate Mid – 4 credits

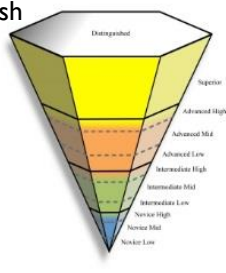


CEFR

- Common European Framework of Reference
- http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf

2012 Guidelines

- <http://actflproficiencyguidelines2012.org/>
- additional category of Distinguished
- multimedia samples in English
- Glossary



Proficiency Assessment Tools

- STAMP
Standards-Based Measurement of Proficiency
- OPI/OPIc
Oral Proficiency Interview
- WPT
Writing Proficiency Test

Proficiency Assessment Tools

- SOPA
Student Oral Proficiency Assessment (for Grades 2-8)
- ELLOPA
Early Language Listening and Oral Proficiency Assessment
(for Grads PreK-2)
- AAPPL
ACTFL Assessment of Performance toward Proficiency in
Languages

Proficiency self-assessments

- Linguafolio
<https://linguafolio.uoregon.edu/>
- iCan
<http://www.avantassessment.com/>

This Afternoon

Professional Connections:
Dr. Bridget Yaden, Pacific Lutheran
University

Tasks

Moodle Response
Skim through your text book, if you haven't
already.

