

# Teaching World Languages: A Practical Guide

## Chapter 4: Assessment

One of the most challenging tasks for language instructors is finding effective ways to determine what and how much their students are learning. Instructors need to think carefully about their instructional goals and what kinds of assessments support these goals.

Effective assessment tools can help teachers modify and focus instruction on what students need to know and be able to do in the target language in order to achieve communicative competence. This focus is an integral part of the Understanding by Design approach to curriculum, unit, and lesson planning. Originally called “backward



Fig. 4-1-1  
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design,” this approach provides a pattern for curricular design that focuses on the end goal: The teacher first determines the objectives, then the assessment of progress towards the objectives, and lastly the instructional sequence and activities that are designed to allow the students to successfully complete the assessment. In Understanding by Design, assessment drives instruction and forms the backbone of the curriculum.

The assessment process encompasses a variety of methods for gathering information about student learning. It includes planning, gathering information, analyzing results, applying these results to teaching, and giving feedback to students. In this chapter, the first section describes general assessment information about the process, types of assessments and key terminology. The second section offers more specific information about applying assessments to your classroom and points to resources that can help you to implement assessments.

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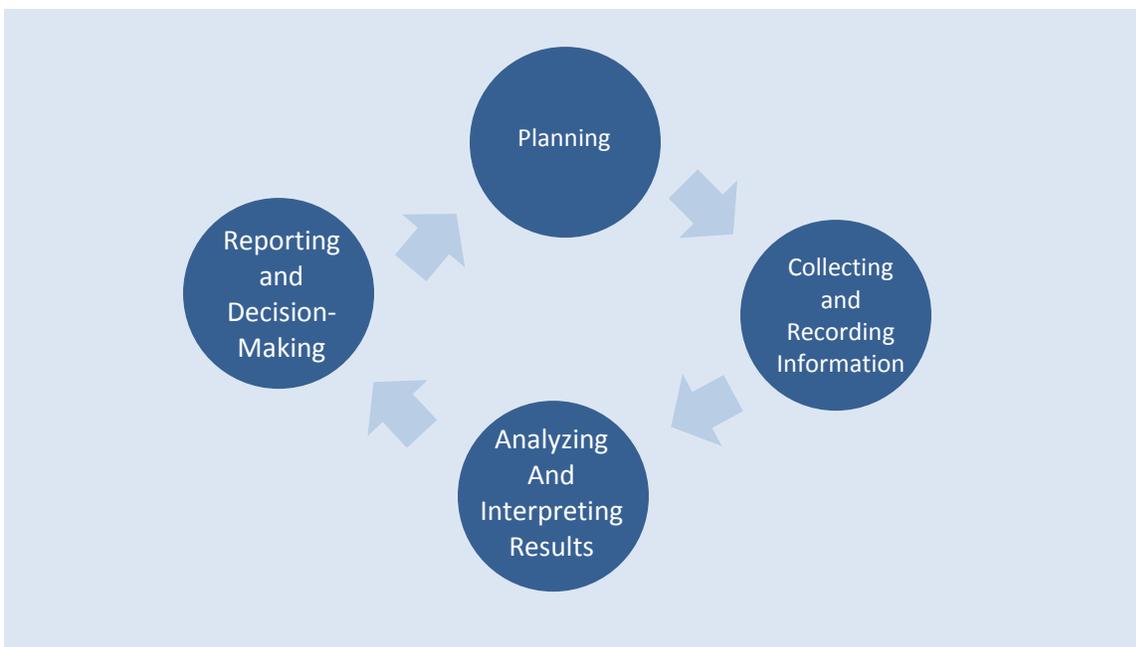
## What is Assessment?

**Assessment is the process of gathering information** about student learning. Many teachers may be familiar with traditional forms of assessment such as multiple-choice tests. But tests are just one way of gathering information about student learning. The language classroom has many resources available for assessing students, including both formal and informal assessments. Assessments may include standardized language tests developed by testing experts and classroom assessments developed by teachers.

### The Assessment Cycle

The Assessment Cycle provides a useful way of describing the role of assessment in the classroom. Figure 1 depicts the assessment process that includes planning for assessment, collecting and recording information, analyzing and interpreting results, and reporting results and any decisions to students and others involved in the assessment process.

Figure 1: The Assessment Cycle



*Adapted from Teachers of English to Speakers of Other Languages. (1997). Managing the assessment process: A framework for measuring student attainment of the ESL standards. Alexandria, VA: TESOL.*

As Figure 1 demonstrates, assessment is not an isolated event that comes at the end of a sequence of instruction. Rather, it is an ongoing process for teachers to find out what and how well students are learning. Assessment results may be used as the basis for making a variety of decisions about students, instruction, curriculum, or the overall language program.

The type of information being gathered about the students and the ways it will be used for

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decision making will determine which assessment practices are most appropriate for each situation. Effective assessment begins with two key questions:

- What information do you want to know?
- How will you use the results?

*Planning for assessment should begin with an explicit understanding of why the assessment is being conducted.*

Assessments are conducted for a variety of purposes. The answers to the questions, “What information do you want to know?” and “How will you use the results?” will identify the purposes for the assessment. Some common purposes for conducting assessment include:

- Achievement of goals
- Admission
- Certification or licensure
- Credit by examination (earn credit for existing knowledge)
- Diagnostic (to determine individualized patterns of strength and weakness)
- Entrance or exit requirement
- Instructional planning
- Proficiency
- Providing feedback to students
- Research
- Student awards
- Student placement

### Achievement or Proficiency?

The distinction between **achievement** and **proficiency** is important when planning for assessment.

- The assessment of student **achievement** is tied to the specific content covered in a class or program.
- The assessment of **student proficiency** measures general language ability independent of what a student has learned in a specific class or program.

Communicative language teaching emphasizes the importance of proficiency-based instruction (Omaggio Hadley, 2001, p.118), and the assessments used in language classrooms should also reflect instructional goals and the content covered in a course.

### Formative and Summative Assessment

Another important distinction is the difference between **formative** and **summative** assessment. Both formative and summative assessments are an important part of the assessment cycle and have a role in classrooms and programs. As shown in Table 1 below, formative assessment typically occurs during instruction and provides information about progress toward educational objectives. Summative assessment usually occurs after a period of instruction and provides information about attainment of objectives.

Table 1: Formative and summative assessment

	When is it conducted?	What information does it provide?	How can the results be used?
<b>Formative assessment</b>	During instruction	Provides information about <b>progress</b> toward educational outcomes	Instructional planning, Feedback to students
<b>Summative assessment</b>	After instruction	Provides information about <b>outcomes</b>	Assigning grades, Exit requirements, Program evaluation, Student tracking

*Adapted from Malone, Gallagher & Montee (2006).*

## Classroom-based Assessment

Effective classroom assessment begins with a clear understanding of what is being assessed. An assessment might target reading, writing, speaking, listening, or some combination of skills. An assessment might also target other areas such as grammatical knowledge, vocabulary, or cultural knowledge.

Planning for classroom instruction requires an understanding of the purpose of the assessment. Then, an appropriate method for gathering this information can be selected. The assessment method should be appropriate for the target information and should be practical given the time and resources available. Some common methods of classroom assessment include:

Observations	Checklists
Oral presentations	Oral interviews
Essays or written compositions	Traditional paper-and-pencil tests
Portfolios / work samples	Student self-assessment
Classroom tasks (individual, pairs, or group)	Peer Assessment

Classroom assessment should reflect instructional goals and curriculum. Chapter 3 includes a discussion of Understanding by Design, which explains the importance of integrating assessment and instruction. When planning a sequence of instruction, teachers can begin by designing summative assessment tasks. By deciding how students will be assessed at the end of instruction, teachers can then plan instructional strategies and classroom tasks that best match the assessment. The process of Understanding by Design supports a strong connection between assessment and instruction as teachers inform their instruction based on the results of ongoing formative and summative assessment.

The trend toward standards-based instruction and communicative language teaching means that these principles should also be reflected in classroom assessment practices. The following sections will address **Standards-based assessment** and **performance assessments**.

### Standards-based Assessment

Educational standards provide clear and consistent expectations for student learning. The *Standards for Foreign Language Learning* (2006) describe what students should know and be able to do in a foreign language. Often referred to as the “Five Cs,” the Standards include five broad goal areas: Communication, Cultures, Connections, Comparisons, and Communities. Within each of these goal areas there are several content standards that describe specific knowledge and abilities that students should acquire. These content standards are considered best practices for foreign language education.

The Standards provide principles for foreign language instruction and assessment. Instruction and assessment then work together to ensure that student learning reflects the Standards. Although the five standards—Communication, Cultures, Connections, Comparisons, and Communities—were not meant to provide a direct guide for curriculum, the Standards do suggest the types of assessments that may be appropriate in a variety of classrooms.

While all five Standards have implications for assessment, the Communication standard is particularly relevant. The Communication standard includes three Communicative Modes:

**Interpersonal Mode:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (Standard 1.1).

**Interpretive Mode:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (Standard 1.2).

**Presentational Mode:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (Standard 1.3).

Assessing students’ performance according to the Communication standard will involve assessing these three different types of communication across the four skills: reading, writing, listening, and speaking. This will require a variety of assessment tools and practices, including the use of performance assessment. Performance [assessment](#) is discussed in more detail in the next section of this chapter.

You may find it useful to compare your assessment practices with the Communication standard and its communicative modes. Some questions to consider:

- Which communicative mode(s) and skill(s) am I assessing?
- Are all three modes represented in my instruction and assessment?
- Which communicative mode is most challenging to assess?
- What additional resources would be useful?

Thinking about instructional and assessment practices may help you build upon and expand your practices so that they better reflect the Standards. The University of Minnesota's Center for Advanced Research on Language Acquisition (CARLA) provides a series of web-based learning modules about assessment, including a section on [assessing the communicative modes](http://www.carla.umn.edu/assessment/vacModes/p_3.html) [http://www.carla.umn.edu/assessment/vacModes/p\\_3.html](http://www.carla.umn.edu/assessment/vacModes/p_3.html) . This resource provides guidance for incorporating all three Communicative Modes within an instructional unit. It includes examples of thematic units with activities that are identified as interpersonal, interpretive and presentational, as well as ideas about how to manage and assess performance in the three Communicative Modes.

### Performance Assessment

Performance assessment refers to assessments in which students demonstrate their ability or knowledge through tasks that are often direct and active. For example, a student might give a speech, write an editorial, or write a grocery list. In each of these examples, the student is directly performing the skill the assessment is targeting. In addition, a performance assessment may integrate multiple skills. For example, a student might read a story or watch a short video clip, and then respond in writing or speaking about the materials. These integrated performance assessments require the synthesis of multiple skills and often reflect real-world language use.



What!!! Only a 5.9?

Fig. 4-9-1  
©Daniel Villeneuve

Performance assessment is important for standards-based assessment because it reflects the skills and communicative modes addressed in the Standards. It can also be highly motivating for students; however, this type of assessment may be challenging for teachers. Developing, administering, and scoring assessments can be difficult and time-consuming. Teachers often express concerns about the perceived subjectivity of using performance assessments. Multiple-choice tests have clear right and wrong answers, but performance assessments involve making a decision about a student's performance. There are [Resources](#) to help you learn more about the performance assessment process listed at the end of this chapter.

Rubrics are an essential part of performance assessment because they provide a rating scale designed to help teachers evaluate aspects of student performances. Developing new or using

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existing rubrics can help teachers use performance assessment more effectively in their classroom. Rubrics are useful for several reasons. Rubrics can:

- Provide a standardized way of evaluating student performances
- Make scoring criteria explicit
- Be a valuable instructional tool when shared with students
- Help ensure consistency when scoring

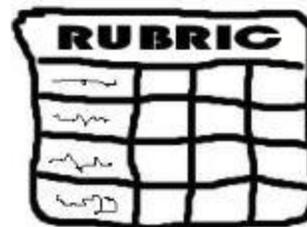


Fig. 4-10-1 ©SWCockey

Using or adapting existing rubrics such as the Integrated Performance Assessment rubrics can increase the validity of the assessment because these rubrics often rely on established and tested criteria. See [Appendix A](#) for an example.

Rubrics, which often take the form of tables, describe aspects of practical, observable behaviors included in student performances (e.g., *comprehensibility (how well the student can be understood)*, *accuracy*, *use of vocabulary*, etc.). The different aspects of the performance are **traits**. Performance levels indicating how well the student performs each trait are included in the rubric. The traits and the descriptions of different levels of performance are the **criteria** on which the teacher evaluates student performances. The use of rubrics is called **criterion-based assessment**.

When developing performance assessments, instructors may find it useful to review existing rubrics. In addition to the rubrics for Integrated Performance Assessment described in this module, other rubrics created by school districts are provided in the [Resources](#) section at the end of this module.

## Integrated Performance Assessment

*The Integrated Performance Assessment (IPA)* is a type of performance assessment developed by ACTFL with guidelines and specific rubrics for performances based on the three modes of the Communication Standards (ACTFL, 2003). The use of the IPA has an important impact on instruction as well as assessment. When planning a thematic unit, the teacher decides on the IPA that will be used to determine student learning at the end of the unit. The IPA determines how the teacher plans instruction throughout the unit, because all activities and materials lead to the students' ability to complete the task set in the IPA. Performance assessments that integrate skills have also been developed by other organizations and school districts.



Fig. 4-11-1 ©Etiamos

The IPA framework includes three kinds of tasks that reflect the three Communication Modes of the Standards. The teacher gives the students a project about the topic of the thematic unit. The students' tasks are to: gather and organize information about the topic (*interpretive communication mode*); discuss the project and negotiate a solution or product (*interpersonal communication mode*); produce a written and/or spoken product that reflects the result of their work (*presentational communication mode*). Each task builds on the students' existing knowledge and skills and on the product of the preceding task. The three tasks are designed to lead students to **transfer** knowledge and skill in the language across tasks. An example IPA in English is given in [Appendix A](#).

### *Interpretive Mode Tasks:*

The interpretive mode task is designed to make connections between existing knowledge and new information, as well as to weed out nonessential information, and focus on key points, words, or concepts. Interpretive mode tasks incorporate comprehension, categorizing, and organizational skills such as choosing the right items from a brochure or listening to bus schedules on a loudspeaker.

*Interpersonal Mode Tasks:* The interpersonal mode task is designed for active negotiation of meaning. It takes into account the context of the situation, including use of the appropriate register and other pragmatic decisions. It includes using the skills listening, speaking, reading, and writing in unrehearsed, unrefined, spontaneous exchanges using information from the interpretive mode task. Students share information, fill information gaps, argue points of view, test hypotheses, construct understandings, and move toward resolution of the task that is set by the teacher. The focus is on content and appropriate register and pragmatics.



Fig. 4-11-2  
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### *Presentational Mode Tasks:*

The presentational mode task involves presenting a piece orally or in written form that has been planned ahead of time, refined, or rehearsed, such as reports, letters, brochures, poems, songs, PowerPoint slideshows, or plays.

The presentational mode task represents the student’s thinking and learning that reflects the results of the assigned task. It is portrayed through the student’s ability to create a product and use the content in a new way.

### Additional Classroom-based Assessments

In addition to performance assessments, teachers may also consider using assessment tools such as student portfolios, student self-assessments, and peer assessments. These assessment tools provide additional ways to gather information about student performances and are particularly effective for involving students in the assessment process. They also provide opportunities for students to reflect on their learning.

#### *Portfolio Assessment*

In portfolio assessment, instructors ask students to systematically collect examples of their work according to specific criteria that reflect the objectives of a course. Portfolio assessment allows students to demonstrate their growth over time rather than measuring their knowledge or ability at a specific point. In addition, portfolio assessment encourages students to take responsibility for their own learning. With teacher guidance, students are responsible for creating and maintaining their portfolios. Assessment criteria are made explicit to students, which encourages strong connections between instruction and assessment.



Fig. 4-12-1 ©DawnHudson

Several resources are available to assist teachers in learning about and implementing portfolio assessment in their classrooms:

The **National Capital Language Resource Center (NCLRC)** has developed “[Portfolio Assessment in the Foreign Language Classroom](http://www.nclrc.org/portfolio/index.html)” an online resource designed to introduce teachers to portfolio assessment: <http://www.nclrc.org/portfolio/index.html>.

The **Center for Applied Second Language Studies (CASLS)** at the University of Oregon partnered with the [National Council of State Supervisors of Foreign Language \(NCSSFL\)](http://www.ncssfl.org) [www.ncssfl.org](http://www.ncssfl.org) to develop [Linguafolio](http://www.ncssfl.org/links/index.php?linguafolio), an online tool for portfolio assessment: <http://www.ncssfl.org/links/index.php?linguafolio>. Linguafolio includes self- assessment checklists in which students can indicate what they can do in the target language and allows students to upload samples of their work.

#### *Student Self-Assessment*

Students can become better language learners when they engage in deliberate thought about what they are learning and how they are learning it. In student self-assessment, students judge the quality of their own work using specific criteria, often in the form of a rubric (Rolheiser & Ross, 2000). Such self-assessment encourages students to become independent learners and can increase their motivation.



Fig. 4-12-2 ©SWCockey

The successful use of student self-assessment depends on providing students with clear goals, guided practice, and opportunities for reflection. Goals allow students to evaluate their work using clear targets. In addition, students' motivation to learn increases when they have self-defined and relevant learning goals. However, students do not learn to assess their learning on their own; they need to be taught strategies for self-assessment. In guided practice, the teacher models the technique, using a checklist or rubric; students then try the technique themselves; finally, students discuss whether and how well the technique worked and what to do differently next time.

Students can reflect on their learning by sharing their self-assessments with a peer or in a small group, with instructions that they compare their impressions with other criteria such as test scores, teacher evaluations, and peers' opinions. This kind of reflection helps students to be aware of their learning. It also informs the teacher about students' thoughts on their progress, and gives the teacher feedback about course content and instruction.

### *Peer Assessment*

Another way students internalize the characteristics of quality work is by evaluating the work of their peers. However, if they are to offer helpful feedback, students must have a clear understanding of what they are to look for in their peers' work. Clear criteria and guided practice are essential to both self and peer assessment. For example, to prepare students for peer assessment, the instructor might provide a sample writing or speaking assignment. As a group, students determine what should be assessed and how criteria for successful completion of the communication task should be defined. The instructor then shows students a sample assignment that has been completed. Students assess this using the criteria they have developed, and determine how to convey feedback. Students can also benefit from using rubrics or checklists to guide their peer assessments. At first the instructor can provide these; once the students have more experience, they can develop them themselves.



Fig. 4-13-1 ©Sashazamarasha

For peer evaluation to work effectively, the learning environment in the classroom must be supportive. Students must feel comfortable and trust one another in order to provide honest and constructive feedback. Instructors who use group work and peer assessment frequently can help students develop trust by forming them into small groups early in the year and having them work in the same groups throughout the year. This allows students to become more comfortable with each other and leads to better peer feedback.

### Standardized Assessment

In addition to using classroom-based assessment tools, programs and individual teachers may also use standardized language assessments. Standardized assessments are externally developed assessments and are often used for summative purposes. They may include standards-based assessments, performance assessments, computer-based tests, and traditional paper-and-pencil tests. As with classroom-based assessment, standardized assessment begins with a clear idea of

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the purposes and uses of the assessment. Once these are determined, an appropriate assessment can be selected. Several resources for selecting assessments are provided at the end of this section.

In foreign language programs, standardized assessments are often used for testing proficiency rather than achievement. The test content is not tied to any specific class content and the results often provide information about student proficiency levels in the target language.

Although the relationship between standardized tests and instruction is less direct than with classroom-based assessment, it is still important to consider the potential impact of the test on student learning and teaching. This is known as **washback**. Washback refers to the effect of a test on teachers and students and it may be positive or negative. The potential washback of a test should be a major consideration when selecting standardized tests.

### Available Assessments

While resources vary by language and level, there are a number of foreign language assessments available. Many of these assessment tools are based on the ACTFL Proficiency Guidelines. Table 2 below provides a list of selected assessments currently available.

Table 2: Foreign Language Assessments Tools

Assessment	Description	Intended population and Available language(s)
<b>ACTFL Oral Proficiency Interview (ACTFL OPI):</b> <a href="http://www.actfl.org/i4a/pages/index.cfm?pageid=3348">http://www.actfl.org/i4a/pages/index.cfm?pageid=3348</a>	A live or telephonic interview between an ACTFL certified Tester and a student that assesses oral proficiency based on the ACTFL scale. The ACTFL OPIc, a computer—based test, is also available.	Grades 11-12, college students and adults  Multiple languages
<b>Computerized Oral Proficiency Interview (COPI):</b> <a href="http://www.cal.org/topics/ta/copi.html">http://www.cal.org/topics/ta/copi.html</a>	A computer-based, semi-adaptive performance assessment of oral proficiency based on the ACTFL scale.	Grades 11-12, college students and adults  Arabic and Spanish
<b>Linguafolio</b> <a href="https://linguafolio.uoregon.edu/">https://linguafolio.uoregon.edu/</a>	A computer-based portfolio assessment tool that includes self-assessment checklists.	Multiple populations  Any language
<b>Simulated Oral Proficiency Interview (SOPi):</b> <a href="http://www.cal.org/topics/ta/sopi.html">http://www.cal.org/topics/ta/sopi.html</a>	A tape-mediated performance assessment of oral proficiency based on the ACTFL scale (Intermediate through Superior).	Grades 9-12, college and adults  Arabic, Chinese, French, German, Hausa, Hebrew, Indonesian, Japanese, Portuguese, Russian, and Spanish
<b>Standards-Based measurement of Proficiency (STAMP):</b> <a href="http://www.avantassessment.com/stamp">http://www.avantassessment.com/stamp</a>	A Web-based assessment of reading, writing, and speaking proficiency based on the ACTFL scale (Novice and Intermediate)	Grades 7-12, college and adults  Spanish, French, German, Japanese, Italian and Chinese
<b>Minnesota Language Proficiency Assessments</b>	A Web-based assessment of reading, writing, listening, and	Grades 7-12, college and adults

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<p><b>(MLPA):</b>  <a href="http://www.carla.umn.edu/assessment/MLPA.html">http://www.carla.umn.edu/assessment/MLPA.html</a></p>	<p>speaking proficiency based on the ACTFL scale (Intermediate-Low, Intermediate-Mid and High)</p>	<p>Spanish, French, German</p>
<p><b>Foreign Language Assessment Directory (FLAD):</b>  <a href="http://www.cal.org/flad">http://www.cal.org/flad</a></p> <p>Tools developed by individual states, language specific organizations and other organizations.</p>	<p>A searchable online database of information about assessments. Users can search the database using several different parameters, including language, grade level, and assessment purpose.</p>	<p>Multiple populations            Multiple languages</p>
<p><b>Understanding Assessment:</b>  <a href="http://www.cal.org/projects/fldirectory.html#tutorial">http://www.cal.org/projects/fldirectory.html#tutorial</a></p>	<p>This online tutorial from the Center for Applied Linguistics helps teachers define their purposes for assessment and then select an assessment that matches their purposes and resources. The tutorial also provides an overview of key testing concepts.</p>	<p>Teachers of all languages</p>

When selecting a standardized or externally-developed assessment, teachers should consider the following questions:

- Is the assessment appropriate for my student population?
- Does the assessment’s intended purpose match my purpose for assessing?
- Do I have the necessary resources to administer the assessment and score the results?
- Do I understand how to share the results with stakeholders?

Considering these questions will help ensure the selection of an appropriate assessment and encourage positive washback to classroom instruction.

## References, Resources, Images, and Credits

### References:

- American Council on the Teaching of Foreign Languages. (2003). *ACTFL Integrated Performance Assessment*, Eileen Glisan, ed. Yonkers, NY: ACTFL.
- American Council on the Teaching of Foreign Languages. (2013). *World-Readiness Standards for Learning Languages*. <http://www.actfl.org/publications/all/world-readiness-standards-learning-languages>
- National Standards in Foreign Language Education Project. (2006, in press). *Standards for Foreign Language Learning in the 21st Century*. Lawrence, KS: Allen Press.
- Omaggio Hadley, A. (2001). *Teaching Language in Context*. 3<sup>rd</sup> ed. Boston, MA: Heinle & Heinle.
- Rolheiser, C. & Ross, J. (2000). *Student Self-Evaluation: What research says and what practice shows*. [http://www.cdl.org/resource-library/articles/self\\_eval.php](http://www.cdl.org/resource-library/articles/self_eval.php): Center for Development and Learning.
- Teachers of English to Speakers of Other Languages. (1997). *Managing the Assessment Process: A framework for measuring student attainment of the ESL standards*. Alexandria, VA: TESOL.

### Resources:

- Adair-Hauck, B. Glissan, E.W., and Troyan, F. *Implementing Integrated Performance Assessment*. Alexandria VA: ACTFL. Available at: <http://www.actfl.org/publications/guidelines-and-manuals/implementing-integrated-performance-assessment>  
This manual explains how to carefully create summative performance assessments that connect each of the three modes. The publication includes examples from Novice through Advanced levels.
- American Council on the Teaching of Foreign Languages. (1998, 2002). *Integrated Performance Guide*. Performance Guidelines for K-12 Learners. Alexandria VA: ACTFL. Available at: <http://www.actfl.org/i4a/pages/index.cfm?pageid=3565>  
Contains rubrics for each of the three modes of communication, published in 2003.
- American Council on the Teaching of Foreign Languages (2013). *NCSSFL-ACTFL Can-Do Statements: Progress Indicators for Language Learners*. [http://www.actfl.org/sites/default/files/pdfs/Can-Do\\_Statements.pdf](http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements.pdf)
- American Council on the Teaching of Foreign Languages (2013). *NCSSFL-ACTFL Global Can-Do Benchmarks*. [http://www.actfl.org/global\\_statements](http://www.actfl.org/global_statements)

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Center for Applied Second Language Studies (CASLS). *LinguaFolio On-Line*. Available at: <http://casls.uoregon.edu/pages/tools/linguafolio.php>

CASLS partnered with the National Council of State Supervisors of Foreign Language (NCSL) to develop *LinguaFolio*, an online tool for portfolio assessment.

Linguafolio includes self- assessment checklists in which students can indicate what they can do in the target language and allows students to upload samples of their work.

Clementi, Donna and Terrill, L. (2013). *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design*. Alexandria VA: ACTFL.

The publication provides a template and several examples of units built around summative performance assessments in each of the three modes of communication (Interpretive, Interpersonal, and Presentational). At the ACTFL publication website, several unit samples and the blank template may be downloaded:

<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

Fairfax County Public Schools. *PALS*. Available at:

<http://www.fcps.edu/DIS/OHSICS/forlang/PALS/rubrics/index.htm>

analytic and holistic rubrics for the interpretive, interpersonal, and presentational communication modes.

Center for Applied Linguistics. *Foreign Language Assessment Directory (FLAD)*. (2013).

Available at: <http://www.cal.org/projects/fldirectory.html#flad>

This is a searchable online database of information about assessments: Users can search the database using several different parameters, including language, grade-level, and assessment purpose.

Glastonbury Public Schools. *Foreign Language Curriculum Rubrics*. Available at:

<https://www.glastonburyus.org/curriculum/foreignlanguage/foreignlanguagecurriculum/rubrics/Pages/default.aspx>

This web page contains rubrics for interpersonal and presentational communication, culture, narrative, and writing.

National Capital Language Resource Center (NCLRC). *Developing Autonomy in Language Learners*. Available at: <http://nclrc.org/guides/HED/index.html>

This is a learning strategies guide for the higher education level.

National Capital Language Resource Center (NCLRC). *Elementary Immersion Learning Strategies Guide*. Available at: <http://nclrc.org/eils/index.html>.

This takes a look at the various strategies children use to learn a foreign language in an immersion setting.

National Capital Language Resource Center (NCLRC). (2007). *The Essentials of Language Teaching*. Available at: <http://nclrc.org/essentials/index.htm>

This site gives an introduction to the language teaching methods in use. Contains sections on the principles, practice, and examples of language teaching.

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National Capital Language Resource Center (NCLRC). *Portfolio Assessment in the Foreign Language Classroom*. Available at: <http://www.nclrc.org/portfolio/index.html>  
This online resource is designed to introduce teachers to portfolio assessment.

Center for Applied Linguistics. *Understanding Assessment*. Available at: <http://www.cal.org/projects/fldirectory.html#tutorial>  
This online tutorial from CAL helps teachers define their purposes for assessment and then select an assessment that matches their purposes and resources. The tutorial also provides an overview of key testing concepts.

National Capital Language Resource Center (NCLRC). (2007) *Sailing the 5 C's with Learning Strategies*. Available at: <http://www.nclrc.org/sailing/index.html>.  
Includes resources on integrating strategy instruction into a language lesson. Learning strategies charts are available in multiple languages in the Appendices. Twenty learning strategies are highlighted.

National Standards in Foreign Language Education Project (NSFLEP). (2013). World-readiness standards for foreign language learning. Alexandria VA: Author. Retrieved from the ACTFL website: <http://www.actfl.org/publications/all/world-readiness-standards-learning-languages>

Center for Advanced Research on Language Acquisition (CARLA). *Virtual Assessment Center*. Available at: <http://www.carla.umn.edu/assessment/VAC/index.html>.

The VAC is a series of web- based learning modules that provides teachers with background information and step-by- step guidance on assessment. Specific areas of interest include the sections on:

- [Assessing the communicative modes:](http://www.carla.umn.edu/assessment/vac/Modes/p_3.html)  
[http://www.carla.umn.edu/assessment/vac/Modes/p\\_3.html](http://www.carla.umn.edu/assessment/vac/Modes/p_3.html)
- [Developing and using rubrics for performance assessment,](http://www.carla.umn.edu/assessment/vac/Evaluation/p_4.html)  
[http://www.carla.umn.edu/assessment/vac/Evaluation/p\\_4.html](http://www.carla.umn.edu/assessment/vac/Evaluation/p_4.html), which includes explanations and definitions of the principles of developing rubrics and also a collection of existing rubrics organized by the communications modes.
- [Creating an assessment unit](http://www.carla.umn.edu/assessment/vac/CreateUnit/p_1.html) provides step-by-step instruction for developing an integrated performance assessment unit of interpersonal, interpretive and presentational communication modes based on Understanding by Design:  
[http://www.carla.umn.edu/assessment/vac/CreateUnit/p\\_1.html](http://www.carla.umn.edu/assessment/vac/CreateUnit/p_1.html).

Wisconsin Department of Public Instruction Educational Communications Board, Wisconsin Association for Language Teachers, and Wisconsin Public Television. *World Language Assessment: Get in the Mode!* Available at: <http://www.ecb.org/worldlanguageassessment/programs.htm>

The website includes videos and professional development guides on world language assessment and specifically on integrated performance assessment based on Understanding by Design.

## 4: Assessment

### Images:

4-1-1	Talent Assessment	© Yuriy Kirsanov   Dreamstime.com ID 34471751 <a href="#">Human Brain With Magnifying Glass</a>
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## Appendices

### **Appendix A: Sample Integrated Performance Assessment**

Sample summative, end of unit, performance assessment for progress for Grade 9, Year 1 target language class studying a food unit. (We use the same summative assessment in the discussion of each of the standards.)

Students will work in groups to prepare presentations on the traditional foods of different target language speaking countries and how they are prepared and eaten.

1. Each group will research the traditional foods of one country or region. Their research will be guided by a teacher handout with a series of key questions (in the target language): Resources may include (all in the target language) recipes, menus, short descriptions of foods, videos, pictures, advertisements, interviews, going to a restaurant with food from the region, going to a target language/culture grocery store, cooking some dishes.
2. In the target language, students in each group will share their information and design a presentation for the class on the traditional foods of their region and how they are prepared, served and eaten. The teacher can encourage the students to be creative in developing presentations that will be of interest to the class. These could include skits, PowerPoint presentations, demonstrations of cooking and/or eating, videos, menus, recipe books, etc.
3. Students give their presentations in the target language. Each student in each group participates. Presenters should be prepared to answer questions from other students after the presentation (in the target language). Each student will listen to and view the presentations of the others, take notes, and complete another handout that summarizes the content of all the presentations.

**Appendix B: Foreign Language Assessment Tools**

While resources vary by language and level, there are a number of foreign language assessments available. Many of these assessment tools are based on the ACTFL Proficiency Guidelines. The table below provides a list of selected assessments currently available.

Assessment	Description	Intended population and Available language(s)
<b>ACTFL Oral Proficiency Interview (ACTFL OPI):</b> <a href="http://www.actfl.org/i4a/pages/index.cfm?pageid=3348">http://www.actfl.org/i4a/pages/index.cfm?pageid=3348</a>	A live or telephonic interview between an ACTFL certified Tester and a student that assesses oral proficiency based on the ACTFL scale. The ACTFL OPIc, a computer—based test, is also available.	Grades 11-12, college students and adults  Multiple languages
<b>Computerized Oral Proficiency Interview (COPI):</b> <a href="http://www.cal.org/topics/ta/copi.html">http://www.cal.org/topics/ta/copi.html</a>	A computer-based, semi-adaptive performance assessment of oral proficiency based on the ACTFL scale.	Grades 11-12, college students and adults  Arabic and Spanish
<b>Linguafolio</b> <a href="https://linguafolio.uoregon.edu/">https://linguafolio.uoregon.edu/</a>	A computer-based portfolio assessment tool that includes self-assessment checklists.	Multiple populations  Any language
<b>Simulated Oral Proficiency Interview (SOPI):</b> <a href="http://www.cal.org/topics/ta/sopi.html">http://www.cal.org/topics/ta/sopi.html</a>	A tape-mediated performance assessment of oral proficiency based on the ACTFL scale (Intermediate through Superior).	Grades 9-12, college and adults  Arabic, Chinese, French, German, Hausa, Hebrew, Indonesian, Japanese, Portuguese, Russian, and Spanish
<b>Standards-Based measurement of Proficiency (STAMP):</b> <a href="http://www.avantassessment.com/stamp">http://www.avantassessment.com/stamp</a>	A Web-based assessment of reading, writing, and speaking proficiency based on the ACTFL scale (Novice and Intermediate)	Grades 7-12, college and adults  Spanish, French, German, Japanese, Italian and Chinese
<b>Minnesota Language Proficiency Assessments (MLPA):</b> <a href="http://www.carla.umn.edu/assessment/MLPA.html">http://www.carla.umn.edu/assessment/MLPA.html</a>	A Web-based assessment of reading, writing, listening, and speaking proficiency based on the ACTFL scale (Intermediate-Low, Intermediate-Mid and High)	Grades 7-12, college and adults  Spanish, French, German
<b>Foreign Language Assessment Directory (FLAD):</b> <a href="http://www.cal.org/flad">http://www.cal.org/flad</a>  Tools developed by individual states, language specific organizations and other organizations.	A searchable online database of information about assessments. Users can search the database using several different parameters, including language, grade level, and assessment purpose.	Multiple populations  Multiple languages
<b>Understanding Assessment:</b> <a href="http://www.cal.org/projects/fldirectory.html#tutorial">http://www.cal.org/projects/fldirectory.html#tutorial</a>	This online tutorial from the Center for Applied Linguistics helps teachers define their purposes for assessment and then select an assessment that matches their purposes and resources. The tutorial also provides an overview of key testing concepts.	Teachers of all languages