

# Workshop 7

## Planning for Assessment

“[Students] want to believe that every performance they complete, regardless of what that task or product might be, that they’re working to get better over time. Assessments are their opportunity to demonstrate knowledge, skill, and understanding.” —Allison Zmuda, education consultant, *Understanding by Design*

### Learning Goals

How do you plan and carry out an assessment that informs both you and your students about their progress? In this session, you’ll review relevant research, observe video discussions and classroom examples, and do a culminating activity on planning an effective assessment of student work. At the end of this session, you will better understand how to:

- design informal (formative) classroom assessments of student performance and progress;
- design formal (summative) assessments of student performance; and
- provide feedback to students on their performance that helps them to make progress and understand how to track their progress.

### Key Terms

- communicative modes
- performance assessment
- rubric

Definitions for these terms can be found in the Glossary located in the Appendix.

# Before You Watch

---

To prepare for this workshop session, you will tap your prior knowledge and experience and then read current research on designing effective classroom assessments.

**Facilitator's Note:** Ask everyone to complete the Reflect on Your Experience and Examine the Research sections below before arriving for this session.

## Reflect on Your Experience *[Reflection]*

Consider the types of assessments you have used, then answer the following questions. You may want to save your answers in order to reflect on them again at the end of the session.

1. How do you typically assess students' oral proficiency? How often do you assess it? What are the challenges of assessing oral proficiency during interpersonal tasks? During presentational tasks? What criteria do you use to evaluate students' performance in interpersonal tasks versus presentational tasks?
2. How do you typically assess students' interpretive skills in reading? In listening? What skills are you typically assessing (for example, memorized vocabulary or guessing meaning from context clues)?
3. How do you typically assess students' written communication? What criteria do you use? What kind of feedback might students receive?
4. What kinds of classroom assessments have you found to be effective in quickly checking student performance? What kinds of unit or end-of-term assessments have you found to be effective?
5. How might your assessment strategies affect how you plan and organize a unit?
6. If you use a textbook package that includes assessments, what are the strengths and weaknesses associated with these? If your school or department has specific assessment requirements, how do you incorporate them?

## Examine the Research *[Assignment]*

Read the articles listed below, then answer the following questions.

### Articles

#### **"How Classroom Assessments Can Improve Learning"**

This article discusses the importance of making assessments that are useful to teachers and students, following assessments with corrective instruction, and giving students multiple chances to demonstrate learning.

Guskey, Thomas R. "How Classroom Assessments Can Improve Learning." *Educational Leadership* 60, no. 5 (February 2003): 7–11.

#### **"Designing Scoring Rubrics for Your Classroom"**

This article describes different types of rubrics and provides a step-by-step process for designing scoring rubrics for classroom use.

Mertler, Craig A. "Designing Scoring Rubrics for Your Classroom." *Practical Assessment, Research, and Evaluation* 7, no. 25 (2001).

# Before You Watch, cont'd.

---

## **“Planning Curriculum for Learning World Languages”**

The featured excerpts provide an overview of rubrics and include a sampling of real rubrics used to evaluate performance assessments. Read the excerpt specified for your grade level: elementary school (pp. 65–77), middle school (pp. 65–67, 78–83), or high school (pp. 65–67, 84–95).

Sandrock, Paul. *Planning Curriculum for Learning World Languages*, 65–95. Milwaukee, WI: Wisconsin Department of Public Instruction, 2002.

These articles are available as downloadable PDF files on the *Teaching Foreign Languages K–12 Workshop* Web site. Go to [www.learner.org/channel/workshops/tfl/](http://www.learner.org/channel/workshops/tfl/), click on the session title, Before You Watch, and scroll down to Examine the Research.

**Facilitator’s Note:** Be sure that everyone has access to these readings. You may want to have a few copies available for those without Internet access.

## **Reading Questions**

1. What are some arguments in favor of open, nonsecretive assessments? How does this support the instructional strategy of “testing what you teach”?
2. In what ways do performance assessments lend themselves to being authentic tasks that reflect the world outside the classroom?
3. How do performance assessments help teachers maintain the proper balance between means (students exhibiting basic knowledge and skills such as grammar) and ends (students applying knowledge and skills within a meaningful, authentic context)?
4. When might it be useful to provide students with model student work in a foreign language assessment? How might you give students the same preparation if no models exist?
5. Cite a few instances in which holistic rubrics would be preferable in assessing foreign language learning. When would analytical rubrics be preferable?
6. Given that the teacher decides how to convert rubric scores to grades, what factors would you consider in determining the conversion?
7. In the Wisconsin curriculum units, read the section for the grade level you teach or the grade level of most interest to you. What questions do the examples raise for you?

**Assignment:** Submit your written responses to the Reading Questions.

# Analyze the Video

---

**Facilitator’s Note:** When the workshop session begins, you may want to spend a few minutes discussing participants’ prior knowledge and experience and reviewing the Reading Questions.

## Video Summary

In “Planning for Assessment,” Understanding by Design education consultant Allison Zmuda describes the components of a good assessment plan. Ms. Zmuda also joins a round-table discussion on ways to assess student performance and on the use of rubrics and feedback to inform assessment. The discussion is moderated by University of Pittsburgh professor Richard Donato and includes teacher Paris Granville of Pleasant Hill, California, and language coordinator Elizabeth Runnalls of Nanuet, New York. The video also features excerpts from Ms. Granville’s and Ms. Runnalls’s classes, as well as other classes across different grade levels and languages.\* The video addresses the following questions:

- How do you assess performance?
- How do the standards inform assessment?
- What are the roles of rubrics and feedback?

\*The classroom excerpts featured in this video are from the *Teaching Foreign Languages K–12* video library. To learn more about the featured lessons, go to the Library Videos Chart found at the end of this chapter.

## Watch the Video *[Reflection]*

Watch the video “Planning for Assessment,” and take notes as you watch. Consider pausing at the end of each section to answer the questions before moving on to the next section. If you are working in a group, discuss your responses; if you are working alone, reflect on them in your journal.

### 1. How do you assess performance?

In this section, Ms. Zmuda talks about different kinds of assessments that teachers can employ. Also, Ms. Granville and Ms. Runnalls describe their approaches to assessment on recent performance projects.

- What characteristics of informal assessments do you see in the classroom excerpts in this section? What characteristics of formal assessments do you see in the classroom excerpts?
- In the classroom excerpts, what do you observe about students’ performances during interpersonal communication? What criteria might you use to assess such performances? How might those criteria differ from criteria used for evaluating a presentational performance?
- In the classroom excerpts, how did teachers inform students about their assessment criteria?
- What are the advantages of assessing students on what they can do rather than on what they can’t do?

### 2. How do the standards inform assessment?

In this section, the group discusses ways to incorporate the standards into assessment plans. They also talk about the challenges of assessing both fluency and accuracy.

- Why do performance assessments tend to focus on the Communication standards? What portion of your assessments typically focuses on the Communication standards?

# Analyze the Video, cont'd.

---

- What are the challenges of measuring student performance in the other goal areas: Cultures, Connections, Comparisons, and Communities? How might these goal areas play a role in the classroom, even when they are not being formally assessed? In what ways have you tracked students' growth in these goal areas?
- In a rubric for assessing communication, what is the role of linguistic accuracy? How might you assess the different modes, particularly interpersonal communication and presentational communication?

### **3. What are the roles of rubrics and feedback?**

In this section, Ms. Zmuda talks about how rubrics and feedback can help students become aware of their growth over time. The teachers then share their experiences with designing and using rubrics and discuss the role of students during assessments.

- What are the advantages of rubrics as evaluation instruments? What are the challenges in creating a rubric?
- What might lead you to revise a rubric?
- When teachers plan from the standards, they must move beyond determining what students should know and be able to do (content) to determining how well they should be able to do it (performance). How do you determine the performance level of your students? How might you design a rubric to incorporate standards other than the Communication standards?
- When might you translate rubrics into numerical or letter grades, and when might you use them just to provide feedback? How do you decide the relative weight of the categories in your rubric for calculating grades?

# Examine the Topic

---

## *[Assignment]*

Now that you have read the research and viewed the video discussion on assessment, you will examine the topic further by analyzing a project description to see how it implements elements of an effective performance assessment.

A performance assessment can empower teachers to focus their instruction in a way that is meaningful and exciting to students and can motivate students to become more invested in their learning. An important part of a well-planned performance assessment is the description of the project that you provide to students. An effective description informs students about your expectations for the project and gives them strategies for meeting those expectations. The following is a list of the elements of an effective project description.

### Elements of a Project Description

- A. The desired performance task is described.
- B. Authenticity of product and performance is achieved.
- C. Criteria and performance standards are established for students.
- D. Strategies useful to the task are made explicit.
- E. The rubric is communicated and modeled.

**Try it online!** This activity is available online as an interactive activity. Go to the *Teaching Foreign Languages K–12 Workshop* Web site at [www.learner.org/channel/workshops/tfl/](http://www.learner.org/channel/workshops/tfl/). Select this session and go to Examine the Topic.

**Facilitator’s Note:** Hand out the Portfolio Project Description form and ask participants to complete Steps 1 and 2 of Part A below. When the participants are ready to compare their responses to the sample analysis, hand out the Portfolio Project Description—Sample Analysis form (Step 3). If participants will also be doing the optional analysis below, hand out the Georgia Letter Project Description form. When participants are ready to look at the sample analysis, hand out the Georgia Letter Project Description—Sample Analysis form. All handouts can be found at the end of this chapter.

### A. Analyzing a Project Description

For this activity, you will analyze the description of a portfolio project designed by Elizabeth Runnalls and Wendie Santiago for a Spanish IV class in Nanuet, New York. As a culminating project, students wrote and illustrated a children’s story, then recorded it on audiotape and performed it for younger students. To help them draft their text and rehearse their presentations, students were provided with a project description as well as rubrics for the written, artistic, and oral components of the project.

You will now use the elements of a project description to analyze the portfolio project description. Go to the workshop Web site for the interactive version or follow along below.

1. Begin by reading Ms. Santiago’s project description. Use the Portfolio Project Description form.
2. Then, using the Elements of a Project Description as a reference, highlight the sections of the text that correspond to each of the five elements.
3. When you have finished, go to the Portfolio Project Description—Sample Analysis form to compare your answers.

# Examine the Topic, cont'd.

---

**Optional:** If you would like to explore the elements of a project description further, consider analyzing a project description from Jane Shuffelton's Russian I, II, and III classes. For this project, students were asked to write a letter of introduction about themselves that would be sent to a teenager in the Republic of Georgia.

To begin, read the Georgia Letter Project Description form and highlight the sections of the text that contain the five elements of a project description described above. When you are finished, you can use the Georgia Letter Project Description—Sample Analysis form to compare your answers.

## **B. Reflect on the Activity**

After comparing your analysis of the project description(s) with the sample answers, reflect on the following questions:

1. How do you think the degree of authenticity that was built into the assessment affects the results?
2. How does having a description of a project's end product help you facilitate the task? How does it help your students complete the task?
3. What observations can you make about how the teacher(s) communicated the task, rubrics, and strategies to students?

**Assignment:** Write a brief summary of what you learned from this activity to submit as an assignment.

# Reflect on Your Learning

---

## *[Assignment]*

In this session, you explored performance assessments in daily activities and for larger units. You will now write a one- to two-page summary of what you have learned and how you plan to apply it in your classroom. Review the notes you have taken during this session, as well as your answers to the Reflect on Your Experience questions. Use the questions below to guide your writing.

1. How might you describe the differences between testing and assessing? Between grading and evaluation?
2. How does a focus on performance assessment influence the design and execution of testing and evaluation?
3. How does the use of rubrics help students judge and improve their own performance?
4. What is the role of linguistic accuracy in performance assessment?
5. Why is it important to link assessment to real-world tasks?
6. How would you use the standards when designing an assessment?
7. What kinds of assessments would you include in a portfolio for language students?

**Assignment:** Submit your summary as an assignment.

**Facilitator's Note:** The activities in the Put It Into Practice and Action Research Project sections are designed to be completed outside of workshop meeting times. Be sure that participants have all necessary forms for these activities. Also, plan time to debrief participants on their results for the Put It Into Practice activities during a later workshop session.



# Put It Into Practice

---

## *[Assignment]*

In this section, you will apply what you have learned to your own teaching. The following activities are designed to assist you in developing plans for assessing student performance. Choose one or both of the activities below.

### **A. Informal Performance Assessments**

Informal assessments usually focus on performance in the context of a narrow and limited task. In the video classroom excerpts, Ms. Granville demonstrated her approach to informally assessing interpersonal communication. She conducts such assessments throughout the year across various content themes. She also uses the ACTFL K–12 Performance Guidelines (see Resources) to establish the proficiency level she expects, and then builds these into her rubric. You can see Ms. Granville’s Rubric for Interpersonal Task at the end of this chapter.

The following is an outline of what Ms. Granville’s assessment plan might have been:

---

<b>A Cajun Folktale and Zydeco: Interpersonal Communication Assessment</b>	
<b>Assessment objective</b>	Students can exchange information about characters, events, and the outcome of a Cajun folktale.
<b>Assessment type</b>	Teacher/student interview
<b>Authenticity</b>	Retelling a story and sharing reactions is what one does in a classroom and in real life.
<b>Criteria</b>	Comprehensibility, vocabulary use, and communication strategies
<b>Feedback</b>	Provided individually to students so that they understand how their performance was rated.

---

Select a thematic unit that you have previously taught or are planning to teach for which you could develop an assessment plan. Using the above assessment plan as a model, design a short, informal performance task for interpretive or presentational communication that you could use in a class and that allows you to assess and offer feedback on the spot. You can use the Informal Performance Assessment form found at the end of this chapter to guide your design.

### **B. Formal Performance Assessments**

Formal assessments focus on 1) broader tasks that may involve significant in-class and out-of-class time, depending upon the content and the Communication modes involved, or 2) cumulative content knowledge. For example, Nancy Gadbois’s Integrated Performance Assessment in Springfield, Massachusetts, was done over several weeks to assess interpretive, interpersonal, and presentational communication, with each mode taking in-class or out-of-class time as was appropriate to the task (for example, class time to view the video and out-of-class time to prepare for presentations). In another video classroom excerpt, French and Spanish students at Nanuet High School wrote and illustrated children’s storybooks, then read them to younger students. This final performance project focused on presentational communication that was written, oral, and visual.

# Put It Into Practice, cont'd.

---

The following is an outline of what the Nanuet teachers' assessment plan might have been:

---

<b>Children's Storybook: Presentational Communication Assessment</b>	
<b>Assessment objective</b>	Students are able to create a story narrative with characters, actions, and a resolution appropriate to the genre. Students read and record the story with appropriate expression so that younger students understand the story.
<b>Assessment type</b>	Written and recorded presentation
<b>Authenticity</b>	The product—a storybook with illustrations that help convey meaning to young children—is something that is found in real life.
<b>Criteria</b>	Linguistic accuracy, originality, visual presentation, and oral expression
<b>Feedback</b>	Provided to students with younger storybook audience present

---

Select a thematic unit that you have previously taught or are planning to teach for which you could develop an assessment plan. Using the above assessment plan as a model, design a culminating unit activity that you can use to assess student performance and that addresses one or more of the communicative modes (interpretive, interpersonal, presentational) and perhaps cultural or content knowledge. You can use the Formal Performance Assessment form found at the end of this chapter to guide your design.

**Assignment:** Submit your informal and/or formal performance assessment plan as an assignment.

# Action Research Project

---

## *[Assignment]*

The following four-step process will help you plan a small action research project to explore your questions about assessment, implement action plans for designing performance assessments and providing feedback to students, and collect information to assess your instructional innovations. Before you begin this section, you can go to the About Action Research section (page 8) for an introduction to the process of designing and conducting action research projects. If you are taking this workshop for credit, you will need to complete one action research project from any one of the eight workshop sessions as an assignment.

If you would like to focus on assessment for your action research project, use the following questions and examples to help frame your thinking and shape your project.

### **I. Thinking**

1. What issue concerning assessment do you want to describe, document, and investigate? For example, you could look at ways of simultaneously assessing multiple goal areas of the national standards. You could look at ways of designing rubrics that address students' creativity and risk-taking with language, as well as their grammatical accuracy. You could also look at assessments that capture students' abilities in areas that are not typically assessed, such as academic content knowledge in a content-based lesson, involvement in the target language community outside the classroom, or the ability to make cultural and language comparisons. This will be the focus of your action research project.
2. Why is performance assessment important to you as a teacher? How have you planned performance assessments in the past? How do you want to change that approach and why? If you have not carried out performance assessments in the past, why not? What has been your experience with designing informal and formal assessments? What has been your experience with rubrics? Are you satisfied with the ways in which you provide students with feedback during assessments? Why or why not?
3. What is your research question concerning assessment? The research question will help you investigate your area of focus and understand it better. For example:
  - a. How could I use rubrics that capture student creativity and risk-taking with the language? How should I develop these rubrics, and how would they differ from what I am currently using?
  - b. How would my students react to performance-based assessments? How do they feel about these assessments as compared to traditional textbook chapter tests?
  - c. How could I involve my students in setting performance criteria and identifying important task components for a rubric for a particular task?
  - d. If my students were allowed to suggest assessments, would they select traditional types of assessments or would they select performance-based alternatives? How would student performance differ on self-selected assessments versus traditional assessments?
  - e. If I worked with other teachers to develop end-of-unit summative assessments that provide comparable information across levels, how could this information be used to help assess our program's curriculum and articulation?

### **II. Acting**

1. What is the action plan for carrying out your project? Depending on your action research question, the following are some questions you might ask yourself to help you develop an action plan:
  - a. How will I go about developing the rubrics I need?
  - b. What questionnaires might I develop to query students on their assessment preferences?

# Action Research Project, cont'd.

---

- c. How long will I collect information on my project, since students may need time to get used to a new procedure?
  - d. How will I record student performances on assessments so that they can be easily compared over time?
  - e. How will I prepare students to discuss their views on assessment in pairs or small groups? How will I observe their discussions?
2. What information will you need to collect to answer your research question and assess your project? For example, you could take field notes of critical incidents, ask a colleague to assess videotaped student performances and later compare their assessment with your own, use student questionnaires to gauge reactions to your rubrics and assessments, or gather information about several student performances over time. You should have at least two sources of information.
  3. How much time will you allot for your action plan? That is, when and for how long do you plan to collect information before you're ready to begin analyzing it? Develop a timeline for implementing your action plan.

## III. Reflecting

1. After collecting your information, how will you analyze it? That is, how will you organize and review the information you have collected to understand it better and help you answer your research question? For example, will you use percentages based on responses to a questionnaire, summaries of interview data, or comparisons of rubrics ratings over several administrations of a performance-based assessment?
2. How will you display the information so that it can be shared with others? For example, you could use charts, graphs, and/or tables. The goal is to organize your data in a way that presents a clear description of what you investigated and answers your research question.

## IV. Rethinking

Note: The final step of the action research project is to reevaluate your teaching practice based on your research data. Because it takes time to complete an action research project, it may not be possible to do this step during the course of this workshop. However, if you are taking this workshop for credit, you will need to complete one action research project during or after the course of the workshop to submit as an assignment.

1. Based on what you learned through your data analysis, how will you rethink your assessment practices? What changes will you make to your lessons the next time you design assessments? If you had to research your classroom assessment practices again, what changes would you make to your action research plan?

**Assignment:** If you are taking the workshop for graduate credit, submit your completed action research project on any one of the eight session topics.

# Resources

---

Check out these additional resources to explore the topic further.

ACTFL Performance Guidelines for K–12 Learners [<http://www.actfl.org>]

American Council on the Teaching of Foreign Languages. *Standards for Foreign Language Learning in the 21st Century*. National Standards in Foreign Language Education Collaborative Project. Yonkers, NY: American Council on the Teaching of Foreign Languages, 1999. (To purchase the *Standards* document, go to [www.actfl.org](http://www.actfl.org) or call 1-800-627-0629.)

Arter, J., and J. McTighe. *Scoring Rubrics in the Classroom: Using Performance Criteria for Assessing and Improving Student Performance*. Thousand Oaks, CA: Corwin Press, 2001.

Darling-Hammond, L., J. Aness, and B. Falk. *Authentic Assessment in Action: Studies of Schools and Students at Work*. New York: Teachers College Press, 1995.

Guskey, Thomas R. "How Classroom Assessments Can Improve Learning." *Educational Leadership* 60, no. 5 (February 2003): 7–11. (See the Before You Watch section for a brief description of this text and instructions on how to access it online.)

Marzano, R. J., et al. *A Handbook for Classroom Instruction That Works*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 2001.

McTighe, Jay. "What Happens Between Assessments?" *Educational Leadership* 54, no. 4 (December 1996/January 1997): 6–12.

Mertler, Craig A. "Designing Scoring Rubrics for Your Classroom." *Practical Assessment, Research, and Evaluation* 7, no. 25 (2001). (See the Before You Watch section for a brief description of this text and instructions on how to access it online.)

Sandrock, Paul. *Planning Curriculum for Learning World Languages*, 65–95. Milwaukee, WI: Wisconsin Department of Public Instruction, 2002. (See the Before You Watch section for a brief description of this text and instructions on how to access it online.)

*Teaching Foreign Languages K–12: A Library of Classroom Practices* [<http://www.learner.org/channel/libraries/tfl/>]

Wiggins, G., and J. McTighe. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 1998.

# Assignments

---

If you are taking this workshop for credit or professional development, submit the following assignments for session 7: Planning for Assessment.

## **1. Examine the Research**

Read the articles, then submit your written responses to the Reading Questions.

## **2. Examine the Topic**

Complete the activity in this guide or do the interactive version online, then write a brief summary of what you learned from the activity.

## **3. Put It Into Practice**

Complete one or both of the activities, then submit your informal performance assessment plan and/or formal performance assessment plan.

## **4. Action Research Project**

Submit your completed action research project on any one of the eight session topics.

## **5. Reflect on Your Learning**

Review your notes, then write a summary of what you have learned and how you plan to apply it in your classroom.

# TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Planning for Assessment > Analyze the Video

## Session 7: Library Videos Chart

The following lessons from *Teaching Foreign Languages K-12: A Library of Classroom Practices* are listed in the order in which they appear in the "Planning for Assessment" video:

Lesson Title	Instructor	Language	Grade Level
Assessment Strategies	Nancy Gadbois	French	10-12
Russian Cities, Russian Stories	Jane Shuffelton	Russian	9-12
Interpreting Literature	Barbara Pope Bennett	Spanish	11
A Cajun Folktale and Zydeco	Paris Granville	French	8
Assessment Strategies	Wendie Santiago	Spanish	11-12
Assessment Strategies	Maureen Pizzutello	French	11-12
Mapping Planet Earth	Stephanie Appel	French	2
Creating Travel Advice	Fran Pettigrew	Spanish	11
Performing With Confidence	Yvette Heno	French	10-12

# TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Planning for Assessment > Examine the Topic

## Portfolio Project Description

---

Use the elements of a project description to analyze the following portfolio project description. Highlight the sections of text that correspond to each of the five elements.

Elements of a Project Description	
A	The desired performance task is described.
B	Authenticity of product and performance is achieved.
C	Criteria and performance standards are established for students.
D	Strategies useful to the task are made explicit.
E	The rubric is communicated and modeled.

### Write & Illustrate a Read-Along Storybook

Write an original children's story. The story must be at least 200 words long. The story must include at least two characters who will have "speaking" parts. It must include a vocabulary list of 20 words on a separate page that will help a young reader understand the story.

Also, the story must use complex grammar structures. Strive to move verb use through a variety of necessary conjugations. Confirm your structure in verb charts. Proofread for subject-verb agreement. Then proofread again for adjective-noun agreement. At this point, incorrect conjugations are unacceptable. Yes, accents belong in the Spanish language; use them where they are required. As you write your original story, remember to keep page "scenes" in mind.

Your book must have at least six "spreads," but no more than ten.

The spreads may include original art, modified Web or magazine illustrations, and pop-up pages for interest.

Your finished project must also include a cassette tape or disk of your read-along version of your story. Remember that you will be acting out at least two voices and a narrator. Sound effects add dimension to this reading. Be sure to include a distinct sound that will indicate to the young reader to turn the page.

You will be graded on originality of story, oral reading facility, and caliber of book mock-up.

Suggestions for story:

- Fable—a story whose characters are animals and that emphasizes a moral
- Legend of creation—a story that explains why a thing of nature exists
- Children's interest story that teaches a lesson





# TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Planning for Assessment > Examine the Topic

## Portfolio Project Description — Sample Analysis

---

Use the elements of a project description to analyze the following portfolio project description. Highlight the sections of text that correspond to each of the five elements.

Elements of a Project Description	
A	The desired performance task is described.
B	Authenticity of product and performance is achieved.
C	Criteria and performance standards are established for students.
D	Strategies useful to the task are made explicit.
E	The rubric is communicated and modeled.

### Write & Illustrate a Read-Along Storybook [A]

Write an original children's story. [B] The story must be at least 200 words long. The story must include at least two characters who will have "speaking" parts. It must include a vocabulary list of 20 words on a separate page that will help a young reader understand the story. [C]

Also, the story must use complex grammar structures. [C] Strive to move verb use through a variety of necessary conjugations. Confirm your structure in verb charts. Proofread for subject-verb agreement. Then proofread again for adjective-noun agreement. [D] At this point, incorrect conjugations are unacceptable. Yes, accents belong in the Spanish language; use them where they are required. As you write your original story, remember to keep page "scenes" in mind. [D]

Your book must have at least six "spreads," but no more than ten. [C]

The spreads may include original art, modified Web or magazine illustrations, and pop-up pages for interest. [B]

Your finished project must also include a cassette tape or disk of your read-along version of your story. [A] Remember that you will be acting out at least two voices and a narrator. Sound effects add dimension to this reading. Be sure to include a distinct sound that will indicate to the young reader to turn the page. [D]

You will be graded on originality of story, oral reading facility, and caliber of book mock-up. [E]

Suggestions for story:

- Fable—a story whose characters are animals and that emphasizes a moral
- Legend of creation—a story that explains why a thing of nature exists
- Children's interest story that teaches a lesson [B]



# TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Planning for Assessment > Examine the Topic

## Georgia Letter Project Description > Page 1

---

Use the elements of a project description to analyze the following portfolio project description. Highlight the sections of text that correspond to each of the five elements.

Elements of a Project Description	
A	The desired performance task is described.
B	Authenticity of product and performance is achieved.
C	Criteria and performance standards are established for students.
D	Strategies useful to the task are made explicit.
E	The rubric is communicated and modeled.

### End-of-Year Writing Assessment

**Outcome:** You need to produce a letter of introduction about yourself, written in Russian to a teenager in Georgia. Your letter will also be part of the "poster session" that Ms. Shuffelton will do in Chico, California, in July. She will be presenting information about Brighton High School to all 105 teachers from the former Soviet Union. She will also take the English and Russian versions of your letters to the school in Georgia in October.

**Dates:** Draft version of the Russian letter is due June 2 (Russian I, period 4; Russian II) or June 3 (Russian I, period 2; Russian III). There will be time during class for feedback and suggestions before you write your final draft.

Final version is due June 8 (Russian I, Russian II) or June 9 (Russian III).

**Mechanics:** Please provide a photograph of yourself to go with your letter. Handwritten letters are fine, or you may use a computer with a Russian font.

#### Length:

Russian I: 8-10 phrases

Russian II: 12-15 phrases

Russian III: 15-20 phrases

One purpose of this letter as an end-of-the-year assessment is to help you review some of the topics, vocabulary, and grammar that we have studied this year. Part of the assessment rubric is your ability to include a number of topics.

#### Russian I, II, III:

- Your name, gender, age, family, pets
  - Activities you like to do
  - School subjects
  - Where you live
-

## Georgia Letter Project Description > Page 2

---

- Places in Rochester
- Favorite book, movie, music, etc.
- Where you are going this summer

### Russian II, III:

- Future profession
- Sports
- Favorite foods, food dislikes
- Weather in Rochester
- Appearance

### Russian III:

- When you were little
- Free-time activities
- People you admire
- Values, concerns

### Guidelines and Suggestions:

1. DO NOT use a language translator program on the computer. It is against school policy and will often give you the wrong words.
2. Stick to topics we have learned this year.
3. Vary your sentences so that not all of them start with *I*. Include some references to *we*, *he/she*, or *they*.
4. Use some connecting words such as *when*, *because*, and *where*.
5. Your English letter can include information that you don't know how to write in Russian. It should definitely not be a translation of your Russian letter, since you can write much more freely and completely in English. You do not need to limit your English vocabulary to easy words, but you should avoid slang. Even common expressions such as "hang out with my friends" would be difficult for the students in Georgia to understand.

### Interpersonal and Presentational Speaking Performance Assessment

Interpersonal Skills	Linguistic Skills	Fluency Skills
Ability to maintain conversation	Appropriate vocabulary resources	Comprehensible pronunciation
Ability to make yourself understood	Ability to discuss various topics	Ability to speak at a fluent pace
Ability to understand and make appropriate responses	Ability to narrate rather than read	Appropriate intonation for questions and responses



# TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Planning for Assessment > Examine the Topic

## Georgia Letter Project Description – Sample Analysis > Page 1

---

Use the elements of a project description to analyze the following portfolio project description. Highlight the sections of text that correspond to each of the five elements.

Elements of a Project Description	
A	The desired performance task is described.
B	Authenticity of product and performance is achieved.
C	Criteria and performance standards are established for students.
D	Strategies useful to the task are made explicit.
E	The rubric is communicated and modeled.

### End-of-Year Writing Assessment

Outcome: You need to produce a letter of introduction about yourself [B], written in Russian to a teenager in Georgia. Your letter will also be part of the "poster session" [B] that Ms. Shuffelton will do in Chico, California, in July. She will be presenting information about Brighton High School to all 105 teachers from the former Soviet Union. She will also take the English and Russian versions of your letters to the school in Georgia in October.

**Dates:** Draft version [A] of the Russian letter is due June 2 (Russian I, period 4; Russian II) or June 3 (Russian I, period 2; Russian III). There will be time during class for feedback and suggestions before you write your final draft. [E]

Final version is due June 8 (Russian I, Russian II) or June 9 (Russian III).

**Mechanics:** Please provide a photograph of yourself to go with your letter. Handwritten letters are fine, or you may use a computer with a Russian font.

#### Length:

Russian I: 8-10 phrases

Russian II: 12-15 phrases

Russian III: 15-20 phrases [A]

One purpose of this letter as an end-of-the-year assessment is to help you review some of the topics, vocabulary, and grammar that we have studied this year. Part of the assessment rubric is your ability to include a number of topics.

#### Russian I, II, III:

- Your name, gender, age, family, pets
  - Activities you like to do
  - School subjects
  - Where you live
-

## Georgia Letter Project Description – Sample Analysis > Page 2

---

- Places in Rochester
- Favorite book, movie, music, etc.
- Where you are going this summer

### Russian II, III:

- Future profession
- Sports
- Favorite foods, food dislikes
- Weather in Rochester
- Appearance

### Russian III:

- When you were little
- Free-time activities
- People you admire
- Values, concerns

### Guidelines and Suggestions:

1. DO NOT use a language translator program on the computer. It is against school policy and will often give you the wrong words.
2. Stick to topics we have learned this year. [D]
3. Vary your sentences so that not all of them start with *I*. Include some references to *we*, *he/she*, or *they*.
4. Use some connecting words such as *when*, *because*, and *where*.
5. Your English letter can include information that you don't know how to write in Russian. It should definitely not be a translation of your Russian letter, since you can write much more freely and completely in English. You do not need to limit your English vocabulary to easy words, but you should avoid slang. [D] Even common expressions such as "hang out with my friends" would be difficult for the students in Georgia to understand.

### Interpersonal and Presentational Speaking Performance Assessment

Interpersonal Skills	Linguistic Skills	Fluency Skills
Ability to maintain conversation	Appropriate vocabulary resources	Comprehensible pronunciation
Ability to make yourself understood	Ability to discuss various topics	Ability to speak at a fluent pace
Ability to understand and make appropriate responses	Ability to narrate rather than read	Appropriate intonation for questions and responses

[C]



# TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Delivering the Message > Put It Into Practice

## Rubric for Interpersonal Task

---

Rubric for Interpersonal Task

	<b>5 Exceeds 4</b>	<b>3 Meets 2</b>	<b>1 Not There Yet 0</b>
<b>Comprehensibility:</b> How well are they understood?	Understood by native speaker	Understood by teacher	Difficult to understand
<b>Vocabulary Use:</b> How extensive and applicable is their vocabulary?	Uses a wide variety of vocabulary appropriate to the situation	Uses basic vocabulary appropriate to the situation	Vocabulary limited or recourse to English
<b>Communication Strategies:</b> How do they maintain communication?	Uses a variety of communication strategies	Uses one communication strategy	Lack of communication strategies

\_\_\_\_\_ /15

### Communication Strategies for Novice-Level Learners

- Attempt to clarify meaning by repeating words and occasionally selecting substitute words to convey their message
- Primarily use facial expressions and gestures to indicate problems with comprehension
- Use a simple expression for clarification: *Pardon, Comment? Je ne comprends pas, Je ne sais pas*



# TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Planning for Assessment > Put It Into Practice > Activity A

## Informal Performance Assessment

---

Design an informal performance task for interpretive or presentational communication that allows you to assess and offer feedback on the spot.

<b>Performance Task:</b>	
<b>Assessment objective</b> <ul style="list-style-type: none"><li>• Identify communicative objectives.</li><li>• Identify content/cultural objectives.</li></ul>	
<b>Assessment type</b> <ul style="list-style-type: none"><li>• Identify the product.</li><li>• Determine the format (for example, individual performance, group project, teacher/student interaction, etc.).</li></ul>	
<b>Authenticity</b> <ul style="list-style-type: none"><li>• Describe how the assessment parallels real-world tasks.</li></ul>	
<b>Criteria</b> <ul style="list-style-type: none"><li>• Identify how the performance will be judged in terms of language, communication, content, creativity, etc.</li></ul>	
<b>Feedback</b> <ul style="list-style-type: none"><li>• Determine how the feedback will inform the student to help him or her improve.</li></ul>	



# TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Planning for Assessment > Put It Into Practice > Activity B

## Formal Performance Assessment

---

Design a culminating unit activity that you can use to assess student performance.

<b>Culminating Unit Activity:</b>	
<b>Assessment objective</b> <ul style="list-style-type: none"><li>• Identify communicative objectives.</li><li>• Identify content/cultural objectives.</li></ul>	
<b>Assessment type</b> <ul style="list-style-type: none"><li>• Identify the product.</li><li>• Determine the format (for example, individual performance, group project, teacher/student interaction, etc.).</li></ul>	
<b>Authenticity</b> <ul style="list-style-type: none"><li>• Describe how the assessment parallels real-world tasks.</li></ul>	
<b>Criteria</b> <ul style="list-style-type: none"><li>• Identify how the performance will be judged in terms of language, communication, content, creativity, etc.</li></ul>	
<b>Feedback</b> <ul style="list-style-type: none"><li>• Determine how the feedback will inform the student to help him or her improve.</li></ul>	

