AUTHENTIC ASSESSMENT FOR THE LANGUAGE CLASSROOM

Maria Dantas-Whitney, Ph.D.
Western Oregon University
Fulbright Scholar 2016–17 (Universidad Latina/Panama Bilingüe)
dantasm@wou.edu

Ministry of Public Education, Costa Rica
February 14, 2017
# Overview of the Week

<table>
<thead>
<tr>
<th>Monday</th>
<th>PM</th>
<th>Elementary/Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 13</td>
<td>Project-based Learning: Principles and Practices for the Language Classroom</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>AM</th>
<th>Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 14</td>
<td>Fostering Language Authenticity and Awareness in the Young Learners’ Classroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PM</td>
<td>Elementary/Secondary</td>
</tr>
<tr>
<td></td>
<td>Designing Authentic Assessments for the EFL Classroom</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wednesday</th>
<th>AM</th>
<th>Elementary/Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 15</td>
<td>Effective Classroom Management for Language Teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PM</td>
<td>Secondary</td>
</tr>
<tr>
<td></td>
<td>Fostering Language Awareness in the Secondary EFL Classroom</td>
<td></td>
</tr>
</tbody>
</table>
Plans for Today

- Assessment basics
  - Fundamental concepts
  - Purposes
  - Guiding principles
- Formative vs. Summative Assessments
- Performance–based Assessments
  - rubrics
  - observation checklists
  - self– and peer– assessments
  - exit tickets

Website: http://dantas-whitney.weebly.com
A piece of the puzzle...
**Fundamental Concepts**

- **Testing**
  - The administration of tests
  - A test is a single instrument to measure a student’s ability at one particular time
    - Ex: A reading comprehension test of a book read in class

- **Assessment**
  - The systematic process of planning, collecting, analyzing, reporting, and using student data from a variety of sources over time (Gottlieb, 2016)
    - Ex: Student’s reading ability is assessed through a variety of tests, and formal and informal assessments throughout the school year (e.g., observations, projects, self-assessments)

- **Evaluation**
  - Use of assessment data to make a judgment
    - Ex: Giving a grade for a course based on attendance, class participation, projects, papers, homework assignments, and tests
Fundamental Concepts

Evaluation

Assessment

Testing
I give a short quiz at the end of every unit to my students. As a class, we go over each test item and discuss the correct answers.

I always monitor my students’ participation in class, have them complete projects in groups, and give them homework assignments to check their understanding. This information helps me decide if I need to re-teach certain topics, or if I can move on to the next unit.

At the end of the year, I analyzed my students’ performance on all class tasks, projects, homework, and tests. Unfortunately, one student did so poorly that he could not pass to the next level.
Purposes of Assessment

- Identify learning needs
- Evaluate teaching and learning
- Determine language learning targets
- Feedback for teachers
  - Were my methods successful? What do I need to re-teach?
- Feedback for students
  - Positive washback: useful feedback, student learns from test
  - Active role in own learning and increased confidence (self-assessment)
The consistency of test in measuring whatever it is that it is measuring

<table>
<thead>
<tr>
<th>Reliability of student performance</th>
<th>One student should be able to take a test on Monday and then again on Tuesday and get very similar results each day.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliability of scoring</td>
<td>The results should be the same no matter who scores the test and when they score it.</td>
</tr>
<tr>
<td>Reliability between different forms of the same test</td>
<td>Different forms of a test have slightly different questions in a slightly different order. However, the content and difficulty level are the same and a student should perform comparably on both tests.</td>
</tr>
</tbody>
</table>
Is this a reliable test?

- I created different forms of a test for my morning and afternoon classes with slightly different questions in a slightly different order. However, the content and difficulty level were the same and a student should perform comparably on both tests.
Validity

- The accuracy with which a test measures what it is intended to measure
- Validity refers to how test scores are interpreted and used
- Example
  - Teacher wants to measure students’ **writing ability**
  - Teacher gives students a **spelling test**
  - Can the results be used to make valid inferences about the students’ writing ability?
Is this a valid test for listening skills and vocabulary (telling time)?

1. Listen to the teacher. Match. Draw lines. (4 pts)

1. I wake up at 7:15.

2. He goes to school at 8:10.

3. We play soccer at 4:45.

4. She watches TV at 6:00.
Practicality
- Easy to administer
- Clear directions
- All resources are available

Authenticity
- Language assessed is appropriate and relevant
- Tasks resemble real-world uses of language

Washback
- Positive washback means that students learn something from the test. Good feedback is provided
In a class with 40 students, in order to assess speaking skills, the teacher plans to conduct an individual interview with each student. Each interview will last 15 minutes.
Does this test have positive washback?

- A teacher returns a reading/grammar test to the students with only check marks next to the wrong answers. There is no feedback or discussion.
Place the exercises along the authenticity continuum
Exercises

Circle the correct word.
1. How do / does the soup taste?
2. How do / does the shoes feel?
3. How do / does the music sound?

Complete the chart:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Past Simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: eat</td>
<td>ate</td>
</tr>
<tr>
<td>see</td>
<td></td>
</tr>
<tr>
<td>go</td>
<td></td>
</tr>
<tr>
<td>come</td>
<td></td>
</tr>
<tr>
<td>drive</td>
<td></td>
</tr>
<tr>
<td>buy</td>
<td></td>
</tr>
</tbody>
</table>

Write the answers.
1. What do you do before school?
2. What do you do after school?
Place the exercises along the authenticity continuum

Work in pairs | Complete the chart | Write the answers | Circle the correct word

Complete the chart | Circle the correct word | Write the answers | Work in pairs

Inauthentic | Authentic
<table>
<thead>
<tr>
<th>Inauthentic Tests</th>
<th>Authentic Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Decontextualized exercises</td>
<td>- Contextualized tasks</td>
</tr>
<tr>
<td>- Test scores are the only feedback given</td>
<td>- Interactive feedback (discussion)</td>
</tr>
<tr>
<td>- Focus on the “right” answer</td>
<td>- Open-ended, creative answers</td>
</tr>
<tr>
<td>- Addresses <strong>knowledge about the language</strong></td>
<td>- Addresses <strong>use of the language</strong></td>
</tr>
</tbody>
</table>
Lesson Planning

Preparing Learners
- Ice breaker
- Build background knowledge
- Relate content to students’ lives
- Introduce vocabulary and concepts in context

Interacting
- Teacher-Students: Teacher modeling
- Direct instruction if needed
- Student-Student: Group practice (closely monitored by the teacher)

Extending Understanding
- Apply newly gained knowledge to novel situations or use it to problem-solve
- Connect ideas learned to ideas in previous lessons or in the real world
- Independent projects and tasks

Formative Assessment/Check for Understanding

Summative Assessment

Objectives

Key Vocabulary | Materials/Resources
## Formative vs. Summative

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitors student progress</td>
<td>Evaluates student progress</td>
</tr>
<tr>
<td>Occurs internal to instruction</td>
<td>Occurs toward the end of an instructional cycle</td>
</tr>
<tr>
<td>Provides ongoing descriptive feedback</td>
<td>Provides feedback that may be in the form of grading</td>
</tr>
<tr>
<td>Co-occurs with learning</td>
<td>Demonstrates learning</td>
</tr>
<tr>
<td>Is process-oriented</td>
<td>Is product or outcome oriented</td>
</tr>
<tr>
<td>Informs instruction</td>
<td>Gauges instructional effectiveness</td>
</tr>
</tbody>
</table>

**Assessment for learning**

**Assessment of learning**
Assessments that can be used within the context of instruction and can be easily incorporated into the daily activities of the classroom

Students are evaluated on how well they can perform communicative tasks and on the language they produce, rather than on what they are able to recall and reproduce

(Bikowski, 2014)

https://www.youtube.com/watch?v=qERwexKaC00
Communicative Assessment Tasks

Oral Language

• role plays
• informal conferencing
• observation during cooperative activities
• interview—Q & A
• picture-cued descriptions
• story-telling/relating events
• debates
• various oral presentations
• video production

Reading

• sequencing pictures, sentences, or paragraphs
• graphic organizers to classify words or phrases
• drawing based on written text
• matching words with pictures, words, phrases, sentences; matching sentences with paragraphs
• underlining or highlighting main ideas or supporting details
• cloze exercise, comprehension questions
• discussion groups

Writing

• essays (expository, persuasive)
• narratives (real or fictional)
• summaries
• notes, journals, and logs
• portfolio of writing samples
Rating Performance Assessments

- Rubrics
- Observation Checklists
- Self Assessments
- Peer Assessments
- Exit Tickets
Holistic vs. Analytic Rubrics

Advantages and disadvantages of each?
# General vs. Task-Specific Rubrics

Mrs. Newbie’s Homework Grading Rubric

<table>
<thead>
<tr>
<th>Completion</th>
<th>Factual Information</th>
<th>Vocabulary</th>
<th>Correctness of Language</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Entire assignment is complete</td>
<td>3</td>
<td>Less than 10% of words contain pronunciation errors; two or fewer grammar mistakes; 0-1 incorrect word choices</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>¾ of the assignment is complete</td>
<td>2</td>
<td>Between 11% and 30% of words have pronunciation errors; between 3 and 6 grammar errors; between 2 and 4 incorrect word choices</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>½ of the assignment is complete</td>
<td>1</td>
<td>More than 30% of words have pronunciation errors; more than 5 grammar errors; more than 4 incorrect word choices</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accuracy</th>
<th>Factual Information</th>
<th>Vocabulary</th>
<th>Correctness of Language</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Entire assignment was correct</td>
<td>3</td>
<td>Less than 10% of words contain pronunciation errors; two or fewer grammar mistakes; 0-1 incorrect word choices</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>¾ of the assignment was correct</td>
<td>2</td>
<td>Between 11% and 30% of words have pronunciation errors; between 3 and 6 grammar errors; between 2 and 4 incorrect word choices</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>½ of the assignment was correct</td>
<td>1</td>
<td>More than 30% of words have pronunciation errors; more than 5 grammar errors; more than 4 incorrect word choices</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On Time</th>
<th>Factual Information</th>
<th>Vocabulary</th>
<th>Correctness of Language</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment was turned in early or on time</td>
<td>3</td>
<td>Less than 10% of words contain pronunciation errors; two or fewer grammar mistakes; 0-1 incorrect word choices</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Assignment was 1 day late</td>
<td>2</td>
<td>Between 11% and 30% of words have pronunciation errors; between 3 and 6 grammar errors; between 2 and 4 incorrect word choices</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Assignment was more than 1 day late</td>
<td>1</td>
<td>More than 30% of words have pronunciation errors; more than 5 grammar errors; more than 4 incorrect word choices</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Score: _____ out of 9

Table 1: An Analytic Rubric Example for a Speaking Task
Using Rubrics

- Give the rubric to students before starting the task
- Have students grade their own work with the rubric before turning it in
- Give the graded rubric back to students with their scores and feedback comments
Observation Checklists

Student’s Name:

<table>
<thead>
<tr>
<th>Uses correct grammar and sentence structure</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulates sentences correctly</td>
<td>✓</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>Uses verbs correctly</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>Forms plurals correctly</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>Asks grammatically correct questions</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>Uses pronouns correctly</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses age-appropriate vocabulary</td>
<td>❌</td>
<td>❌</td>
<td></td>
</tr>
<tr>
<td>Uses concepts of location, time, and quantity</td>
<td>❌</td>
<td>❌</td>
<td></td>
</tr>
<tr>
<td>Uses humor, sarcasm, and figures of speech appropriately</td>
<td>❌</td>
<td>❌</td>
<td></td>
</tr>
<tr>
<td>Produces complex sentences</td>
<td>❌</td>
<td>❌</td>
<td></td>
</tr>
</tbody>
</table>

Source: Adapted from J. B. Temblin, H. L. Morris, and D. C. language pathology, 2nd ed. San Diego, CA: Singular.
Observation Checklists

- A simple way of keeping a record of students’ performance in class
- Allows teachers to record information quickly about how students perform in relation to specific criteria
- Can be used for observations of an individual or group
- The forms can also include spaces for brief comments, which provide additional information not captured in the checklist
- Before you use an observation checklist, ensure students understand what information will be gathered and how it will be used (or involve them in creating the checklist)
- Share your scores and comments with students afterwards
- Ensure checklists are dated to provide a record of observations over a period of time.
Video

- Watch the video:
  “How To Assess Student Listening And Speaking Skills”
  https://www.youtube.com/watch?v=Q_EoYKYvjj5

As you watch, reflect on these questions:
- What are the benefits of observation checklists?
- What do teachers need to do in order to effectively use observation checklists?
Encourage awareness of skills; promotes goal-setting, motivation, and autonomy
Encourage students to identify criteria for success in peers’ work, to collaborate, and to offer appropriate feedback.
Self Assessments and Peer Assessments

Benefits

• Helps students understand the task they are asked to perform
• Invites students to take responsibility for their own learning
• Fosters the creation of shared expectations between students and the teacher
• Helps students set goals for their learning
• Encourages them to do their best work
• Motivates students to analyze the quality of their work
• Offers important feedback to the teacher
Exit tickets

Encourage student reflection and analysis of learning; provides teacher with quick feedback related to lesson objectives
Exit tickets

- Exit tickets can be an ideal way to end a class.
- They can serve a number of purposes:
  - Provide feedback to the teacher about the class.
  - Require the student to review the day’s content.
  - Ask the student to engage in problem-solving to apply their learning.
- Exit tickets allow the teacher to plan for the next class:
  - Do I need to re-teach anything?
  - Can I move on to the next topic?
  - Are there some students who need additional support?
Steps in Creating a Tool for Rating Performance Assessments

Step 1: Determine your objectives
- What should students know and be able to do?

Step 2: Choose a task
- Which task could the students perform that would indicate that they have met these objectives?

Step 3: Identify the criteria to use
- What are the characteristics of good performance that will indicate that students have met the objectives?

Step 4: Identify levels of performance for each criterion
- The combination of the criteria and the levels of performance will be your rubric

Adapted from Mueller, J. (2016)
http://jfmueller.faculty.noctrl.edu/toolbox/howdoyoudoit.htm
**Lesson Objectives:** Students will be able to describe people and provide information about their name, age, nationality, and occupation. Students will be able to use descriptive adjectives and nouns.

<table>
<thead>
<tr>
<th>Friend 1</th>
<th>Friend 2</th>
<th>Friend 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nationality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other information</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B** Write sentences about your friends in the pictures. Use the model and your answers in Part A to help you.

**My Friends**
*My best friend is Samantha. She’s 26 years old.*
*She’s American. She’s a teacher.*
*Jill is my friend, too. She’s . . .*

**C** Group work  Share your pictures and sentences. Ask and answer questions for more information.

**A:** *This is my friend Samantha. She’s 26 years old.*
**B:** *What’s her last name?*
### Example: Creating a Rubric

**Rubric for Writing Sample:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Average</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas and Content:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides complete information about 3 friends (Name, Age, Nationality, Other)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topics follow a logical sequence and details are provided in order</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses appropriate adjectives and nouns to describe each friend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conventions:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses appropriate grammar, punctuation, and spelling</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Levels of Performance**

**Criteria**
Performance Assessment: Principles and Practices

- Helps learners **notice** their linguistic development
- Encourages **retention** of information through **meaningful feedback**
- Increases **self-direction and autonomy**
- Promotes **collaboration**
- Fosters **motivation and empowerment**
Sharing and Discussion