ASSESSMENT AND EVALUATION

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Back to Basics 3 Workshops – Panamá Bilingüe Program
January 30–February 3, 2017
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, Jan 30</td>
<td>Fundamental Concepts; Purposes of Assessment; Guiding Principles;</td>
</tr>
<tr>
<td></td>
<td>Formative vs. Summative Assessments; Aligning Assessment and</td>
</tr>
<tr>
<td></td>
<td>Instruction</td>
</tr>
<tr>
<td>Tues, Jan 31</td>
<td>Performance/Alternative Assessments; Using and Creating Rubrics</td>
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<tr>
<td>Wed, Feb 1</td>
<td>Observation Checklists, Self- and Peer-assessments, Exit tickets</td>
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<tr>
<td>Thurs, Feb 2</td>
<td>Giving effective feedback; Designing effective summative assessments;</td>
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<td></td>
<td>Guidelines for test development and adaptation; Guidelines for grading</td>
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<tr>
<td>Fri, Feb 3</td>
<td>Work with GLGF Staff</td>
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<tr>
<td></td>
<td>Present a lesson plan with assessment tools (e.g., a rubric and a test)</td>
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</tbody>
</table>
Group Presentations & Feedback
Plans for Today

- Ice breaker activity: Give One, Take One
- Performance Assessments (cont.)
  - Observation Checklists
  - Self Assessments
  - Peer Assessments
  - Exit Tickets
  - Other Performance Assessments
- Learner Training for Effective Assessments
- Fostering Language Awareness
- Individual Work Time
<table>
<thead>
<tr>
<th>Definitions/Characteristics</th>
<th>Advantages/Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-examples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Performance Assessments**
Give One, Take One

- Individually: Write down at least two ideas in each quadrant
- Get up and talk to colleagues from other tables
- Give them one of your ideas, and take one of their ideas
- Talk to at least 3 people
- You need to have at least 4 ideas in each quadrant
- Go back to your table and share what you got
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.
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>

**Meaning**

<table>
<thead>
<tr>
<th>Uses age-appropriate vocabulary</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<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. Tomblin, H. L. Morris, and D. C. language pathology, 2nd ed. San Diego, CA: Singular.

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### Observation Form

**Fig. 8.4 Sample Observation Form**

<table>
<thead>
<tr>
<th>Students</th>
<th>Contributes Ideas</th>
<th>Encourages Others to Contribute</th>
<th>Integrates, Summarizes</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frank</td>
<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Helen</td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Roger</td>
<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Edythe</td>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Totals</td>
<td>24</td>
<td>19</td>
<td>4</td>
<td>52</td>
</tr>
</tbody>
</table>

Carson A.
Lily C.
Alex C.

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Anecdotal Notes
Examine the Observation Checklists in your binder.

What features do you find helpful?

Which features would not be useful/practical for your teaching context?

Note: every checklist must include student’s names and date. Do all of them include these features?
Video

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

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?
## Designing a checklist

|----------------|---------------|---------|--------------|--------------------------|

**Content objective:** Students will describe actions while discussing their observations of a picture

**Language objective:** Students will use the present progressive tense (singular and plural) while constructing questions and answers
Practice with checklists

Work in pairs. Talk about the animals in the picture.
Designing a checklist

<table>
<thead>
<tr>
<th>Name and Date</th>
<th>Qs with Present Progressive</th>
<th>Answers with present progressive</th>
<th>Use of plural verb forms</th>
<th>Use of singular verb forms</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca</td>
<td>++ √√</td>
<td></td>
<td>+ √√</td>
<td>+ ++</td>
<td></td>
</tr>
<tr>
<td>Feb 2, 2017</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veronica</td>
<td>++ √√</td>
<td>+</td>
<td>- - -</td>
<td>√√√</td>
<td></td>
</tr>
<tr>
<td>Feb 2, 2017</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Super! +
Meets the mark √
Needs more work -

Now practice!!
Two “students” perform the task, and one “teacher” uses the observation checklist.
Work in pairs. Talk about the animals in the picture.
Self Assessments and Peer Assessments

Discuss in your groups: What are the benefits of self– and peer– assessments?

• 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
Self Assessments

Encourage awareness of skills; promotes goal-setting, motivation, and autonomy
Peer Assessments

Encourage students to identify criteria for success in peers’ work, to collaborate, and to offer appropriate feedback.
Examine the **Self- and Peer- assessment forms** in your binder.

- What features do you find helpful?
- Which features would not be useful/practical for your teaching context?
Designing a self-assessment

**Steps**

1. Objectives
2. Task
3. Criteria
4. Levels of performance

**Content objective:** Students will ask for and provide correct information related to the month of their birthdays

**Language objective:** Students will use appropriate question and answer forms, and vocabulary (e.g., months of the year)
Designing a self-assessment form for this activity.

In groups, design a self-assessment form for this activity.
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 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?
Discussion

- Examine the Exit Tickets in your binder.
- What features do you find helpful?
- Which features would not be useful/practical for your teaching context?
Other Performance Assessments

• Journals
• Portfolios
• Class projects
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

How can these principles and practices be applied to the use of journals, portfolios and projects?
Performance Assessment and Learner Training

- Most students are not used to performance assessments, so it is important to train them to be successful
- Make lesson objectives transparent
- Carefully explain the purpose and of each assessment task
- Help students use the language they need to complete the task
- Model feedback
- Show them how to help each other
Performance Assessments Foster Language Awareness

**Metalinguistic Awareness**
- Awareness of the forms of the language
- What is the correct language form and vocabulary?

**Metacognitive Awareness**
- Awareness of how language is learned and developed
- What are the best ways for me to learn and practice language?

**Sociocultural Awareness**
- Awareness of the connection between language and culture
- How can I use language appropriately for this situation?
Video: Writing Workshop

- What are some of the principles and practices related to performance (alternative) assessment that can be observed in this classroom?
- How are the three types of awareness being promoted?
Assignment:

Present a lesson plan with one formative assessment tool (a rubric) and one summative assessment (a test)

- Review your lesson objectives
- Create a sequence of activities
- Design a performance assessment using a rubric for formative purposes
- Tomorrow: Design a test for summative purposes
Sharing and Discussion