Implementing Assessment Tasks in Your Curriculum

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In this session, you will learn about how to
- integrate,
- use,
- rate, and
- provide feedback

on classroom language tasks.
How do we assess students?

How do we develop tasks?

CAL has developed a set of tasks appropriate for classroom assessment based on analysis of the kinds of tasks most commonly used in STARTALK programs as demonstrated in STARTALK curricula from 2010-2011.
Agenda

- Discuss assessment challenges
- Review tasks
- Practice administering tasks
- Discuss ways to provide feedback
- Discuss how to send tasks to CAL for follow-up rating
Activity: Turn to the person next to you and list your two biggest challenges in assessing students in your STARTALK program.
Review of Tasks

- 36 tasks
- Selected from most commonly reported tasks from curriculum templates
- Aligned to three levels
  - Novice
  - Intermediate
  - Advanced
- Address four modalities
  - Interpersonal speaking
  - Interpretive listening
  - Interpretive reading
  - Presentational speaking
## Template for Tasks

<table>
<thead>
<tr>
<th>Can do statement assessed</th>
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<tbody>
<tr>
<td><strong>Name of Task</strong></td>
</tr>
<tr>
<td><strong>Communicative mode assessed</strong></td>
</tr>
<tr>
<td><strong>Target proficiency level</strong></td>
</tr>
<tr>
<td><strong>For which ages/grades is task written?</strong></td>
</tr>
<tr>
<td><strong>Background and context</strong></td>
</tr>
<tr>
<td><strong>Instructions to students</strong></td>
</tr>
<tr>
<td><strong>Expected response</strong></td>
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</tbody>
</table>
Discussion

- What do you expect from the tasks?
<table>
<thead>
<tr>
<th><strong>Greet and introduce self and others</strong></th>
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<td><strong>Name of Task</strong></td>
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**Sample Novice Task: Background**

- **Background:** This assessment task was developed to assess students’ interpersonal speaking abilities in a unit where students learn about proper greetings and introductions in the target language. This assessment task is designed as a partner task which instructors can then watch to assign ratings. The task was written for Hindi but can be adapted to any language.

- **Directions for instructors:** Instructors should embed this task in an authentic context that reflects the material they have covered in the unit. Instructors can adapt this task for students of other ages by changing the context. For instance, older students might role play interacting with an exchange student from the target culture instead of a grown-up visitor as in the task below.

- **Materials:** No extra materials are needed for this task.
Imagine that a visitor from a Hindi community is coming to your Startalk program and needs to be greeted while your teacher is taking attendance. With a partner, decide who will play the visitor and who will play the student, and hold a short conversation in Hindi. If there is time left over after you have completed the conversation, switch roles with your partner and repeat the task.

Student instructions: First, exchange appropriate greetings. Next, introduce yourself to the visitor.

Visitor instructions: First, exchange appropriate greetings. After the student introduces him or herself to you, introduce yourself to the student.
The expected response for this task would include proper greetings and introductions by both speakers. An example conversation might look like this:

Student: Hello, welcome.
Visitor: Hello, thank you.
Student: I am Argen.
Visitor: I am Mr. Bandopadhyay.
Student: Nice to meet you.
Visitor: Nice to meet you, Argen.
Practice

- Form groups of 3-4
- Choose a language that one person understands well and the others know minimally
- Choose a rater (who should understand the language well)
- Choose two students to conduct the task (must know a few words of the language)
- Choose one observer to take notes on what occurs
Report out!

- Students
- Rater
- Observer
<table>
<thead>
<tr>
<th>Understand descriptions with pictures</th>
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</thead>
<tbody>
<tr>
<td>Name of task</td>
</tr>
<tr>
<td>Communicative mode(s) assessed</td>
</tr>
<tr>
<td>Target proficiency level</td>
</tr>
<tr>
<td>For which ages/grade levels is the task written?</td>
</tr>
</tbody>
</table>
**Background:** This task is developed to assess reading skills in a unit where students learn about reading short descriptions. The task is written for Dari but can be adapted to other languages.

**Directions for instructors:** Instructors should choose the short written descriptions based on the types of text students are learning about in the unit. For instance, ITEM 1 could be used for a unit where students are learning about prepositions. ITEM 2 could be used for a unit where students are learning vocabulary associated with travel. In this way, the task can also be adapted for different age groups.
Materials: Materials for this task include a worksheet that has short written descriptions in the target language. For each description, there should be three pictures and the student should choose the picture that corresponds to the short description. The pictures should be similar enough that the students cannot choose the correct picture without fully understanding the description. For example: See handout.

The expected response is to correctly circle the picture that matches each description.
- Develop task in a target language
- Administer to your neighbor
- Take notes on your partner’s response
## Sample Advanced Task

<table>
<thead>
<tr>
<th>Understand factual information</th>
<th></th>
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<tbody>
<tr>
<td>Name of task</td>
<td>Listening to a news story</td>
</tr>
<tr>
<td>Communicative mode(s) assessed</td>
<td>Interpretive listening</td>
</tr>
<tr>
<td>Target proficiency level</td>
<td>Advanced</td>
</tr>
<tr>
<td>For which ages/grade levels is the task written?</td>
<td>Middle school (adaptable to other ages/grade levels)</td>
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</table>
**Background:** This task assesses the ability to understand factual information from a news story. This task has been written for Hindi but can be adapted to other languages.

**Directions for instructors:** Instructors should choose a news story that includes vocabulary and topics covered in the unit. The materials section below provides more guidance on selecting a news story. The task can be modified to target other age groups by changing the content of the news story. For instance, a younger student might hear a story about a local park whereas an older student might hear a story about politics.
Sample Advanced Task: Materials and Expected Response

- **Materials:** Materials needed for this task include an audio recording of a news story for students to listen to. Since this is a listening task, there should be no textual component (such as subtitles) to the news story. This is a great opportunity to incorporate culturally authentic materials into an assessment task. In addition, this task requires a worksheet of items to check students’ comprehension of the news story. For example: See handout.

- The expected response is to correctly circle the picture that matches each description.
Give this task to your neighbor.

Rate your neighbor’s response using the rubric on your handout.

Discuss your experience.
Providing feedback to students

- Share rating rubric with students
- Provide students with a rating and suggestions for improving performance in the future
- For speaking tasks, tape their performance and ask them to review it and rate it themselves.
Discussion

- Comments?
- Challenges and opportunities in developing this task?
Next Steps (workbook page 6)

- Week of May 7: Retrieve tasks from STARTALK website

- Summer:
  - **Administer tasks** and **collect evidence** of student performances
  - **Rate** student responses
  - **Upload** to LFO:
    1. Assessment task
    2. Student responses (e.g., audio recordings, worksheets)
    3. Your ratings
  - **Email CAL** with the following:
    - Your name, program, position
    - LFO username for retrieving tasks, evidence, and ratings
    - The “can do” statements to double rate

- Fall meeting: Learn about the results!