Performance-based Assessment

Jennifer Eddy and Rubab Qureshi
Workshop objectives:
You will be able to ...
Define the role of performance-based assessment in your STARTALK program
Interpret assessment evidence appropriately in your program
Design a performance-based assessment task
Introduction

What is your experience with assessment?

What is the role of assessment in STARTALK’s mission?

Poll

Text a code to [http://pollev.com](http://pollev.com)
STARTALK Mission

STARTALK’s mission is to increase the number of Americans learning, speaking, and teaching critical need foreign languages by offering students (K–16) and teachers of these languages creative and engaging summer experiences that strive to exemplify best practices in language education and in language teacher development, forming an extensive community of practice that seeks continuous improvement in such criteria as outcomes-driven program design, standards-based curriculum planning, learner-centered approaches, excellence in selection and development of materials, and meaningful assessment of outcomes.
How do you say assessment?

"assessment" in different languages

Latin root for assessment: assidere (to sit with)

Arabic:

Chinese:

Hindi:

Urdu:

---
Video analysis

Video (Annenberg: Performing with confidence)

9:19
What reactions do you have to what you just saw?

Compare your program’s practices for assessing student learning to those used in the video.
Performance-based assessment

A demonstration of what students can do in the real world with what they know

Assessment should
- be engaging
- be age and level appropriate
- Promote learning

When you know what the final performance should be, it is easy to plan backward for the rest
Poor Planning Paradigm

Identify all the content
Create a lot of activities
Pop in the Standards
Consider assessment last

What is really important?
Is it all worth the same?
Do I need to know this?
What can the learner do?
Backward design

- Design the vision of the curriculum, the desired results
- Determine how learners will provide evidence of their learning through key performances
- Develop instructional activities to move them toward performance goals

**Stage 1**

Decide what you want students to know and be able to do at the end of the unit.
**Stage 1**
Decide what you want students to know and be able to do at the end of the unit.

**Stage 2**
Determine how students will show you what they can do.
Stage 3

Plan lessons that will enable students to show you the results you want

... Go “Backwards”

Stage 1

Decide what you want students to know and be able to do at the end of the unit

Stage 2

Determine how students will show you what they can do
Stage 1
Decide what you want students to know and be able to do at the end of the unit

Stage 2
Determine how students will show you what they can do

Stage 3
Plan lessons that will enable students to show you the results you want

...Go "BACKWARDS"

Now Finish...
Determine Acceptable Evidence
Think Assessment
for Performance First
COMMUNICATION

COMMUNITIES

CULTURES

COMPARISONS

CONNECTIONS
Three Modes of Communication

Interpersonal

Presentational

Interpretive
Turnarounds for Transfer

Theme: Travel

Objective: To know the tourist sites in __.

Task: Matching column to test locations of tourist sites

Turnaround:
Where people choose to travel depends a lot on their interests and needs.
Interpretive Task
Travel

Using the different travel brochures and websites from various towns and cities in ____, categorize on your chart which towns or cities are the best places to visit for the following:
Music
Historic Sites
Easy transportation
Special Events
Places great for families
Shopping
Low cost or free places to go
Art or local crafts
Interpersonal Task

Travel

Using the chart, tell your partner the towns or cities you would like or not like to visit, based on the information from the categories.
Presentational Task
Turnaround for Transfer

You are a travel agent specializing in travel to ______. Your clients are all different. Create an itinerary suited for each group, keeping in mind the possible interests and needs of the client.

1. A family of 5 with young children.
2. A person who is a history buff.
3. Three students with a limited budget.
4. Grandparents who love small towns, local crafts, and music.
What does it mean to “do” in the context of your program theme?
Goal 1: Communication

- Standard 1.1 - Interpersonal Communication: Students engage in conversation, provide and obtain information, express feeling and emotion, and exchange opinions.

- Standard 1.2 - Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics.

- Standard 1.3 - Presentational Communication: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.
The Integrated Performance Assessment

**Interpretive Mode Tasks**
- Acquire new info, infer, using culturally authentic material

**Interpersonal Mode Tasks**
- Acquire more info, negotiate, interact with others

**Presentational Mode Tasks**
- Create a product, recreate text, incorporate info acquired in two other modes
Interpretive Mode

- Comprehension of words, concepts, ideas, meaning of entire piece
- One way - between the person and the piece
- Learners are exposed to a wide variety of culturally authentic materials such as texts, films, works of art, songs, poems, advertisements, music videos

TRANSLATION IS NOT AN INTERPRETIVE MODE TASK
Culturally authentic materials are made by and for the people of that culture.

Consider using:

- Newspapers
- Catalogs
- Internet sites
- Blogs
- Recipes
- Magazines
- Poetry
- Conversations
- TV public service announcements
- Radio commercials, announcements, weather
- Announcements
- Music
- Film and Theatre
- Signs
- Schedules
- Maps
- Cartoons
- Podcasts
- Game shows
- Youth-oriented TV shows
Example Interpretive tasks

- Listen with visuals
- Fill in graphs, charts, forms, graphic organizers, Venn diagrams
- Follow a route on a map
- Check-off items in a list
- Draw what is described
- Draw sentences in correct order
- Listen for the gist—identify main idea
- Guess meaning from context
- Identify/categorize/classify thematic vocabulary
- Identify/categorize/classify authentic material
- Create questions from info in the piece
- Identify specific information found in the piece
- Compose a title or headline
- Paraphrase in native language/target language
- Brainstorm and categorize synonyms
Interpersonal Mode

- Interpersonal mode tasks are two-way, spontaneous exchanges that involve negotiation of meaning between people.

- These tasks are unrehearsed, unrefined, non-scripted.

- May be based on information acquired in the interpretive mode.

MEMORIZED MATERIAL SUCH AS A SKIT IS NOT AN INTERPERSONAL MODE TASK.
Sample Interpersonal tasks

The following situations require students to actively negotiate communication while initiating, maintaining and sustaining a conversation.

- Making a purchase
- Meeting and greeting
- Ordering in a restaurant
- Asking directions
- Face to face or telephone conversations
- Talking about friends and family
- Discussing events of the day
- Making plans
- Negotiating who does what, gets what, with who, how, and where
Presentational tasks

Presentational mode tasks allow learners time to rehearse, revise, rewrite, consult sources, or otherwise prepare ahead of time.

These tasks require learners to use the language for a real world purpose other than display for the teacher or classroom.

Presentational mode tasks allow learners to use language in new and different contexts.
Sample Presentational tasks

- Brochure or Itinerary
- Letter
- Web pages/social networking sites
- Video or Podcasts
- Advertisement
- Agenda, Schedule or Plan of the day, week
- New beginning or ending of story, song
- Demonstration
- TV or Radio spot
- Design a survey and present findings
- Public Service Announcement or Infomercial
- Essays, Plays
- Poem, Song, Rap
- Photostory, Voicethread
What’s the Mode?

- Exchanging ideas about what do on the weekend. Interpersonal
- Watching a travel video and jot down places of interest. Interpretive
- Prepare a poster about your favorite sport. Presentational
- Create a graphic organizer for reading. Interpretive
- Create a skit where you buy something in the market Presentational
Formative and Summative assessment for formative and summative purposes

STARTALK template sections F and G

Formative: assessment **FOR** learning
Summative: assessment **OF** learning
What counts as performance assessment?

Scenario stations

Scenario 1
Scenario 2
Scenario 3
Scenario 4
Scenario 5
Scenario 1

Your birthday is fast approaching. Call your Chinese friend who lives in your city, and invite him/her to your party. Give the date, time, and location of the party.
Scenario 2

Read this excerpt from the AKAHBAR-E-JEHAN magazine about Angelina Jolie and her recent experience about filming in Pakistan. Use a yellow highlighter to mark the transitive verbs and a green highlighter to mark the intransitive verbs.
Scenario 3

Third grade students of Arabic are asked to read aloud a poem in classical Arabic and insert short vowels.
Scenario 4

After learning about deciduous and evergreen trees, fourth grade students of Russian create posters on leaves they have collected. Then they present the posters at their school’s Earth Day celebration.
Scenario 5

Eighth grade students of Turkish listen to a fairy tale, and summarize the story using a story map.
Questions for scenario analysis

1. What is being assessed? And in what mode?
2. Is this an example of performance-based assessment? Why or why not?
3. What is the evidence of student performance?
4. Based on the evidence, what claims can you make about student performance?
Write “Can Do” Statements and Standards immediately after you design the assessments

- For the template, identify what students can do with the language, within the culture, aligning these with the Standards.

- These Can-Do statements are aligned with the key performances for your Program Theme.

<table>
<thead>
<tr>
<th>Students Can</th>
<th>Standards Targeted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read a travel itinerary</td>
<td>1.2 Interpretive Communication</td>
</tr>
<tr>
<td>Express Likes and Dislikes</td>
<td>1.1 Interpersonal Communication</td>
</tr>
<tr>
<td>Compare and Contrast weekend activities</td>
<td>4.2 Comparisons</td>
</tr>
<tr>
<td>Design a brochure of places to go</td>
<td>1.3 Presentational Communication 2.2 Culture</td>
</tr>
</tbody>
</table>

Performance-based task examples
Integrated Performance Assessment

1. Interpretive Communication Phase
   Students read a brochure advertising a year-round camp for students and list the activities. They listen to a weather forecast from that region.

2. Interpersonal Communication Phase
   Students have a conversation about the camp. They discuss what they like and don’t like and comment on how often they will do certain things. They also discuss the weather that they are expecting.

3. Presentational Communicative Phase
   Students design a presentation about their ideal camp setting. They prepare an ad campaign for their camp using print and audio.
1. Interpretive Communication Phase
   Students read a brochure advertising a year-round camp for students. They may also listen to a weather forecast from that region.

2. Interpersonal Communication Phase
   Students have a conversation about the camp. They discuss what they like and don’t like and comment on how often they will do certain things. They also discuss the weather that they are likely to experience.

3. Presentational Communicative Phase
   Each student designs a presentation about his or her ideal camp setting. They prepare an ad campaign for their camp using print and audio.
Integrated Performance Assessment

1. Interpretive Communication Phase
   Students read a brochure advertising a year-round camp for students. They may also listen to a weather forecast from that region.

2. Interpersonal Communication Phase
   Students have a conversation about the camp. They discuss what they like and don’t like and comment on how often they will do certain things. They also discuss the weather that they are likely to encounter.

Presentational Communicative Phase
   Each student designs a presentation about his or her ideal camp setting. They prepare an ad campaign for their camp using print and audio.
Let’s Go!

“Ok, for the interpretive mode task, they listened to a train schedule announcement and wrote down the departure time and track number they needed and what time they would arrive at the destination on their paper. They all had different places to go. For the interpersonal task, they asked their partner where they were going, when they were going to leave, and something about the place. For the presentational mode task, they wrote a weekend sightseeing itinerary for their friend that was going to arrive in one week. Is this a good performance assessment?”
Design a task

Design an interpersonal task for students in your program
Identify the context
Identify what is being assessed
What evidence will show what students can do?
Performance Assessment Reflection

Are you on PAR?
(Performance Assessment Reflection)

Use the following self assessment sheet for additional resources
<table>
<thead>
<tr>
<th>Can</th>
<th>Need help with</th>
<th>Not yet</th>
<th>Tools and resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the purposes of formative and summative</td>
<td>World Languages Get in the Mode</td>
<td><a href="http://www.ecb.org/worldlanguageassessment/Vocabulary.htm">http://www.ecb.org/worldlanguageassessment/Vocabulary.htm</a></td>
<td></td>
</tr>
<tr>
<td>Design assessments that are contextualized and engaging</td>
<td><a href="http://www.ecb.org/worldlanguageassessment/resources.htm">http://www.ecb.org/worldlanguageassessment/resources.htm</a></td>
<td>World Languages Get in the Mode</td>
<td></td>
</tr>
<tr>
<td>Design assessments that age and level appropriate</td>
<td><a href="http://www.carla.umn.edu/assessment/mlpa/pdfs/miniguide.pdf">http://www.carla.umn.edu/assessment/mlpa/pdfs/miniguide.pdf</a></td>
<td>CARLA Materials</td>
<td></td>
</tr>
<tr>
<td>Design assessments using culturally authentic materials</td>
<td>STARTALK videos</td>
<td>JCPS World Language Assessment Documents</td>
<td></td>
</tr>
<tr>
<td>Design interpretive assessment tasks</td>
<td><a href="http://flenj.org/CAPS/?page=150">http://flenj.org/CAPS/?page=150</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design interpersonal assessment tasks</td>
<td><a href="http://flenj.org/CAPS/?page=150">http://flenj.org/CAPS/?page=150</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design presentational assessment tasks</td>
<td><a href="http://flenj.org/CAPS/?page=150">http://flenj.org/CAPS/?page=150</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrate the three modes into assessment</td>
<td>Annerberg and STARTALK videos, OCG, ACTFL IPA manual, Keys to assessment (book and powerpoint),</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use rubrics to describe range of performances</td>
<td>New Jersey project (thematic organized assessments</td>
<td><a href="http://flenj.org/CAPS">http://flenj.org/CAPS</a></td>
<td></td>
</tr>
<tr>
<td>Use assessment results to inform and improve instruction</td>
<td>Teachers handbook <a href="http://thandbook.heinle.com">http://thandbook.heinle.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use assessment results to monitor student progress and inform feedback</td>
<td>Educative assessment (book), Classroom assessment and grading that work (book, Marzano)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers handbook Chapter 11 <a href="http://thandbook.heinle.com">http://thandbook.heinle.com</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ticket out the Door

What two things really helped today to design your assessments?
1.
2.

Write one question you still have.
Q:

Enjoy the rest of the conference!
References


Thanks to the Performance Assessment group at Taskforce 2012 for collaborating on this session: Greg Duncan, Eileen Glisan, Richard Donato, Rubab Qureshi, Gloria Hu, Jennifer Eddy, Sahan Ayari, Carl Falsgraf