Developing a Formative Assessment Tool for K-5 STARTALK Programs

Lynn Thompson
Who we are

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  Center for Applied Linguistics

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  Center for Applied Linguistics
Questions to be answered in this Session

- What is Assessment?
- What is Formative Assessment?
- Why develop a STARTALK Formative Assessment?
- Where are we in the process?
- What do draft components look like?
- What are the next steps for us? For you?
What is assessment?

- As instructors, we need to be able to track our students' language growth. **Assessment** is how we do this.

- Assessment = to sit beside

- Assessment = the opportunity to enhance, empower, and celebrate students’ learning while giving guidance to instructors.
### Formative and summative assessment

#### How can formative and summative assessment work together to improve teaching and learning?

<table>
<thead>
<tr>
<th></th>
<th>When is it conducted?</th>
<th>What information does it provide?</th>
<th>How can the results be used?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formative</strong></td>
<td>During course of instruction</td>
<td>Feedback to the teacher and the learner about progress toward educational outcomes</td>
<td>Results often used for planning instruction</td>
</tr>
<tr>
<td><strong>Summative</strong></td>
<td>At the end of a course of instruction</td>
<td>Information on outcomes</td>
<td>Results often used for assigning grades, program evaluation, or tracking</td>
</tr>
</tbody>
</table>
Formative assessment is used during the course of instruction to provide feedback to the teacher, learner, or both about the learner's progress.

- Often
- Quick
- Informal
- Provide students/teacher feedback on progress

The results of formative assessments are often used by the teacher in planning subsequent instruction.
Examples of formative assessment

- Informal check – teacher gives directions and observes if students follow directions correctly
- Students rate their ability to perform different language functions (self-assessment)
Formative Assessments may be developed **internally** for the specific needs of a program

OR

**externally** developed for multiple programs

- Comparative data

- Standard protocol for observing and rating student performance in the target language

Both can provide

- Feedback to teacher/program, students, parents and other stakeholders
The Center for Applied Linguistics applied for an Infrastructure grant to develop a formative assessment for K-5 STARTALK programs

Why?

- Long history of developing proficiency assessments for less commonly taught languages
- STARTALK Performance Assessment Training Program experience (since 2008)
**CLOCK**

**Classroom Observation Checklist Kit**

Infrastructure grant to develop a formative listening and oral performance assessment tool that

- Can be administered during classroom instruction
- Can be used to track student progress
- Can be used to inform instruction
- Can empower students/teachers/programs

CLOCK aligned with ACTFL Proficiency Guidelines
CLOCK – Two Forms for STARTALK

CLOCK for Chinese K-5 Programs

CLOCK for other K-5 Programs
The CLOCK components:

- Tab A – Introduction
- Tab B – Sample Activities
- Tab C – Observation Checklists–Novice
- Tab D – Observation Checklists-Intermediate
- Tab E – Language Samples
- Tab F – CLOCK Rating Summary Sheet
- Tab G – Sample Set-up and Simulation of CLOCK
- Tab H – Glossary
CLOCK Development Process

1. Gather input from CAL assessment specialists and selected Chinese STARTALK programs
2. Observe local and regional K-5 Chinese Programs
3. Develop and get feedback on initial checklist formats
4. Develop a first draft of the full CLOCK
5. Review of the draft internally and externally
6. Revise CLOCK and send to STARTALK administrators and teachers for feedback
7. Revise and pilot the CLOCK
8. Finalize CLOCK and send to STARTALK
How will the CLOCK work?

- Set up an instructional/assessment activity in which students will be producing oral language.
- Select the students that you will be able to observe in a class session.
- Use the CLOCK checklists to keep track of what you have heard and to identify students' performance level (e.g. Novice Mid).
- Add the students' performance levels to the CLOCK rating summary sheet.
- The completed CLOCK checklist can be distributed to parents or added to student portfolios.
Tab A: Introduction

- Purpose of CLOCK
- Components of the CLOCK
- Applications of the CLOCK
### Tab B: Sample Activities

#### CLOCK Oral Proficiency Assessment Sample Activities

Part of planning for assessment of oral language involves identifying instructional or assessment activities in which students will produce enough language so that teachers can use the checklists to rate their proficiency levels. During instruction, teachers often use strategies to check for students’ comprehension or encourage group or individual responses informally. Below is a list of sample activities teachers can use in their classrooms to elicit their students’ language.

<table>
<thead>
<tr>
<th>Instructional/Assessment Activity</th>
<th>Format</th>
<th>Mode of Communication</th>
<th>Level of Language Proficiency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Interview</td>
<td>Individual/pairs</td>
<td>Interpersonal Speaking/Interpretive Listening</td>
<td>All levels</td>
<td>Oral interviews can be conducted with individuals or pairs. In a classroom setting, interviews can take the form of discussions or conversations with the teacher or with other students. A list of guiding questions or tasks should be prepared before hand to guide the interviews.</td>
</tr>
<tr>
<td>Picture-cued/Text/Story Retelling</td>
<td>Individual</td>
<td>Presentational Speaking</td>
<td>All levels</td>
<td>Picture cues and story books can be used for assessment of individual student’s oral proficiency.</td>
</tr>
<tr>
<td>Pair Conversation</td>
<td>Pairs</td>
<td>Interpersonal Speaking/Interpretive Listening</td>
<td>All levels, especially Intermediate and Advanced</td>
<td>Pair conversation is an activity where two students talk with each other. Teachers need to provide guidelines and topics for the pair to converse on.</td>
</tr>
<tr>
<td>Information Gap</td>
<td>Pairs</td>
<td>Interpersonal Speaking/Interpretive Listening</td>
<td>All levels</td>
<td>Information gap is an activity where two students are each provided with slightly different information. They must work collaboratively to “fill in the gaps” in the information that each of them has. This information may involve descriptions of pictures, maps, or manipulatives.</td>
</tr>
</tbody>
</table>
# CLOCK Classroom Observation Checklist (Novice Sublevels)

**Topic:**
**Activity:**
**Grade:**
**Language:**
**Observer:**
**Date:**

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Language Features</th>
<th>Evidence/Samples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td></td>
<td>Student Name:</td>
</tr>
</tbody>
</table>

## Interpersonal Speaking

- **Tasks / Situations**
  - Can engage in straightforward communicative tasks such as simple conversations or direct requests for information
  - Can talk about simple, everyday topics
  - Can answer simple, formulaic questions
  - Can ask some simple, formulaic questions

- **Quantity of Language**
  - Responds with short sentences (language may at times be incomplete)
  - Responds with memorized sentences or phrases

- **Quality of Language**
  - Creates with language
  - May respond hesitantly and inaccurately
Tab D: Intermediate Checklist

CLOCK Classroom Observation Checklist (Intermediate Sublevels)

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Topic:</th>
<th>Activity:</th>
<th>Grade:</th>
<th>Language:</th>
<th>Observer:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Topic:</td>
<td></td>
<td></td>
<td></td>
<td>Student Name:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Features</td>
<td></td>
<td></td>
<td></td>
<td>Evidence/Samples</td>
<td></td>
</tr>
</tbody>
</table>

**Interpersonal Speaking**

| Intermediate High | Tasks / Situations | | Quantity of Language | | Quality of Language | |
|-------------------|--------------------|-----------------|----------------------|----------------------|--------------------------|
|                   | □ Exchanges basic information related to school, recreation, interests, and academic subjects | | | | □ Retells a story in major time frames but cannot do so fully or consistently |
|                   | □ Handles uncomplicated tasks and social situations in different time frames | | | | □ Describes a situation or event in major time frames but cannot do so fully or consistently |
|                   | □ May be able to tell a story | | | | □ Interference from native language may be evident |
|                   | □ Able to provide a description or a situation or event | | | | |
# Tab C: CLOCK Checklist for Parents

**CLOCK Classroom Observation Checklist (Novice Sublevels)**

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Activity:</th>
<th>Grade:</th>
<th>Language:</th>
<th>Observer:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Name:**

---

### Interpersonal Speaking

<table>
<thead>
<tr>
<th>Performance level</th>
<th>Task / Situation</th>
<th>Quantity of Language</th>
<th>Quality of Language</th>
<th>Notes / Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Novice High</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Can engage in straightforward communicative tasks such as simple conversations or direct requests for information**
- **Can talk about simple, everyday topics**

- **How much language does the student produce?**
  - **Short sentences with some original language (may at times be incomplete)**

- **What type of language does the student produce?**
  - **Can ask some simple, formulaic questions**
  - **May respond hesitantly and inaccurately**
  - **Is generally understandable to sympathetic listeners**
  - **Vocabulary, grammar and sentence structures strongly influenced by native language.**
## CLOCK Classroom Observation Checklist with Explanations and Examples

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Level Descriptors</th>
<th>Chinese Translation</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Novice High       | □ Can engage in straightforward communicative tasks such as simple conversations or direct requests for information | 能进行直接的交际任务，比如简单的对话或获取信息 | • 春天你喜欢什么运动？(What sports do you like in the spring?)  
• 春天我喜欢游泳。(I like swimming in the spring) |
|                   | □ Can talk about simple, everyday topics | 能谈论简单的日常生活话题 | • 天气很好。(The weather is very nice)  
• 今天很冷。(It’s very cold today) |
### Chinese Language Samples for Rating the Novice and Intermediate Sublevels

This section includes the sublevel language samples for Novice and Intermediate levels. These samples illustrate the type of language produced at each sublevel and are provided to help you determine your own students’ ratings.

<table>
<thead>
<tr>
<th>Speaking</th>
<th>Novice-Low</th>
<th>Novice-Mid</th>
<th>Novice-High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>一，二，三</td>
<td>喜欢</td>
<td>天气很好。</td>
</tr>
<tr>
<td></td>
<td>爸爸</td>
<td>不知道</td>
<td>今天很冷。</td>
</tr>
<tr>
<td></td>
<td>红色</td>
<td>这是爸爸。</td>
<td>熊猫妈妈是不胖，是矮。</td>
</tr>
<tr>
<td></td>
<td>你好！</td>
<td>我喜欢苹果。</td>
<td>小女孩在给...那个树...水。</td>
</tr>
<tr>
<td></td>
<td>老师好！</td>
<td>这是蓝色。</td>
<td>我喜欢做...um做......算术。</td>
</tr>
<tr>
<td></td>
<td>再见！</td>
<td>我有哥哥。</td>
<td>这是一树。有木枝们。</td>
</tr>
<tr>
<td></td>
<td>数数</td>
<td>有大灰狼来了。</td>
<td>衣服</td>
</tr>
<tr>
<td></td>
<td>动物</td>
<td>他......哥哥......是高。</td>
<td>这么好玩！</td>
</tr>
<tr>
<td></td>
<td>谢谢！</td>
<td>水果</td>
<td>小猪很聪明。</td>
</tr>
<tr>
<td></td>
<td>再见！</td>
<td>天气</td>
<td>今天天气是，是，是晴，(晴)天。</td>
</tr>
<tr>
<td></td>
<td></td>
<td>是......um......是蓝色。</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>我喜欢......monkey。</td>
<td></td>
</tr>
</tbody>
</table>
Describe program

- Intensity and Length

Goal of Instructor

Describe the steps the Instructor follows

- Preparation, implementation, completion
Next Steps

- CLOCK will be reviewed by Administrators and Teachers in K-5 Chinese Programs
- Looking for Additional K-5 Chinese Teachers to try out the CLOCK with their students
- Looking for Administrators and Teachers of other K-5 STARTALK programs to review English version of the CLOCK
- Please let us know if you are interested!
Thank you!

Thanks so much for your input!

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