CLOCK: Time for Formative Assessment

Lynn Thompson

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Who we are

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Purpose of This Workshop

1. Overview of Assessment
2. The CLOCK Assessment
3. Implications for your program and classroom
4. Discussion and Reflections
What is Assessment?

- As instructors, we need to be able to track our students’ language growth.

**Assessment** is how we do this

- Assessment = the opportunity to enhance, empower, and celebrate students’ learning while giving guidance to instructors.
Integration of Instruction and Assessment

Focus on **Performance** = what can the student DO in the target language

Focus on **Function** = language for a purpose

Focus on **Engagement** = students involved in tracking their own learning
A demonstration of what students can do in the real world with what they know

that should be worth the time devoted to it:

-- Engaging

-- Age and level appropriate

-- Promote learning
“…Students will demonstrate much more than how well they did on a test: They will know how well they can perform when actual communication is needed” (Sandrock, 2010, p.2).
Types of Assessment

- **Formative assessment**: monitor students' progress along the way to your goal

- **Summative assessment**: check in on student progress at key points in the school year

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Periodic assessment empowers teachers and learners alike:

- Teachers track student progress and adjust instruction
- Students have opportunities to demonstrate what they have learned and be involved in tracking their own growth
Ask your Partner:

- What do you do to track your students’ language growth?
  - 1. Informally
  - 2. Formally
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)
<table>
<thead>
<tr>
<th>✓</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1</strong></td>
<td>I have identified what I want students to be able to do (the learning targets) by the end of the lesson.</td>
</tr>
<tr>
<td></td>
<td>I have determined what students need to know (vocabulary and structures) in order to reach the learning targets.</td>
</tr>
<tr>
<td><strong>Stage 2</strong></td>
<td>I know how students will show me that they have achieved the learning targets by the end of the lesson.</td>
</tr>
<tr>
<td><strong>Stage 3</strong></td>
<td>I have thought about various activities that could be used to achieve the learning targets.</td>
</tr>
<tr>
<td></td>
<td>From the activities I have thought about, I have carefully chosen these activities because they hold the greatest promise for reaching the learning targets.</td>
</tr>
<tr>
<td><strong>The activities I have selected do the following:</strong></td>
<td>Give students a reason for needing and wanting to pay attention and being on-task</td>
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<tr>
<td></td>
<td>Provide students with an authentic (real-world) purpose for using the language</td>
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<tr>
<td></td>
<td>Make the learner—not the teacher—the active participant</td>
</tr>
<tr>
<td></td>
<td>Engage <em>all</em> students as opposed to just one or two at a time</td>
</tr>
<tr>
<td></td>
<td>Provide sufficient opportunities for input before expecting output</td>
</tr>
<tr>
<td></td>
<td>Provide multiple, varied opportunities for students to hear new words and expressions in contexts that make meaning transparent</td>
</tr>
<tr>
<td></td>
<td>Represent the best use of instructional time</td>
</tr>
<tr>
<td></td>
<td>Take an appropriate amount of time considering the age of the learner</td>
</tr>
<tr>
<td></td>
<td>Include enough variety to enable a lively pace for the lesson</td>
</tr>
<tr>
<td></td>
<td>Vary in level of intensity and physical movement from one to the next</td>
</tr>
</tbody>
</table>
World Readiness Standards

Communication
- Standard 1.1: Interpersonal
- Standard 1.2: Interpretive
- Standard 1.3: Presentational
Performance assessment may involve one or more of the three modes of communication:

- **Interpretive**: comprehension (one-way)
- **Interpersonal**: exchange of information (two-way)
- **Presentational**: rehearsed (one-way)
What are some of the interpersonal communication activities that you do in class?
Examples of Interpersonal Tasks

- Talk about family or favorite activity
- Ask for directions
- Discuss events of the day
- Plan activity or project
What types of presentational activities do your students engage in?
Examples of Presentational Tasks

- Leave a voice message
- Make a brochure or itinerary
- Write a newspaper article
- Present survey findings
- Make and share an agenda or plan
Formative assessments may be developed **internally** for the specific needs of a program

OR

**externally** developed for multiple programs

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

Both can provide

- Feedback to teacher/program, students, parents and other stakeholders
**CLOCK**

**Classroom Observation Checklist Kit**

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 Performance Guidelines and NCSSFL-ACTFL Can-Dos
Ask, Listen, Observe, Develop

1. Gather input from CAL assessment specialists and 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
1. Review of the draft internally and externally

2. Revise CLOCK and send to STARTALK administrators and teachers for feedback

3. Revise and pilot the CLOCK with Chinese and then other STARTALK language programs

4. Finalize CLOCK and send to STARTALK to post on website
CLOCK – Two Forms for STARTALK

CLOCK for Chinese K-5 Programs

CLOCK for other K-5 Programs
CLOCK Components

- User Manual
- Sample Activities, Set-Up, and Completion
- Chinese Language Samples
- Sample Completed Checklists and Student Activity Performance Records
- Checklists and Student Activity Performance Records
1. Set up an instructional/assessment activity for students to demonstrate their speaking and listening comprehension.

2. Select the students to observe in a class activity and select the appropriate checklist.

3. Use the Checklist to keep track of what you see and hear and to identify students’ performance levels on this activity.

4. Note the students' performance levels and activity used on the Student Activity Performance Record.

5. Add the completed CLOCK checklist to student portfolios and/or distribute to parents.
Purpose of CLOCK

Components of the CLOCK

Applications of the CLOCK
CLOCK Components

1. Sample Activities, Set-Up, and Completion
2. Chinese Language Samples
3. Sample Completed Checklists and Student Activity Performance Records
4. Checklists and Student Activity Performance Records

https://startalk.umd.edu/resources/cal/
### Sample Instructional/Assessment Activities

<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&lt;sup&gt;4&lt;/sup&gt;</td>
<td>Individual and pairs</td>
<td>Interpersonal Speaking and 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 a teaching assistant. A list of guiding questions or tasks should be prepared beforehand to guide the interviews.</td>
</tr>
<tr>
<td>Picture Cues or Story Retelling&lt;sup&gt;4&lt;/sup&gt;</td>
<td>Individual</td>
<td>Presentational Speaking</td>
<td>All levels</td>
<td>Picture cues and story books can be used to elicit individual student’s presentational speaking.</td>
</tr>
<tr>
<td>Paired Conversation&lt;sup&gt;2&lt;/sup&gt;</td>
<td>Pairs</td>
<td>Interpersonal Speaking and Interpretive Listening</td>
<td>All levels, especially Intermediate and Advanced</td>
<td>Two students talk with each other and exchange information about a given topic. Teachers provide guidelines and topics for the pair to discuss.</td>
</tr>
<tr>
<td>Information Gap&lt;sup&gt;3&lt;/sup&gt;</td>
<td>Pairs</td>
<td>Interpersonal Speaking/Interpretive Listening</td>
<td>All levels</td>
<td>Two students are each provided with slightly different information. They must then work collaboratively to “fill in the gaps” in the information that each of them has. This information may involve text, pictures, maps, or manipulative materials.</td>
</tr>
<tr>
<td>Oral Reports&lt;sup&gt;6&lt;/sup&gt;</td>
<td>Individual</td>
<td>Presentational Speaking</td>
<td>All levels</td>
<td>Students speak on a topic in front of others. Students may or may not refer to notes or cue cards that they have created. The content of the report</td>
</tr>
</tbody>
</table>
Hello. My name is Mandy. I am 10 years old and I was born in the year of ram. I am American. There are four people in my family, daddy, mommy, little brother and me. I like green, yellow, and white. I don’t like blue, brown, and purple. I like eating meat, bread, and rice. I don’t like pork and vegetables. I like drinking tea and cola. I don’t like drinking coffee and juice. I live in Central City, USA. I like drawing, running, reading books, and dancing. Panda is called “baobao,” and the panda is three years old. There are three people in Panda’s family: daddy, mommy and baobao. Panda is black and white. Panda likes eating bamboo. Panda’s home is in China.
# Completed Checklist for Mandy

**CLOCK Classroom Observation Checklist: Novice Sublevels**

**Student Name:** Mandy  
**Grade:** 5  
**Language:** Chinese  
**Topic:** Introduction  
**Activity:** Oral Report  
**Date:** 6/17/14

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Interpersonal or Presentational Speaking (circle one or both)</th>
<th>Fluency</th>
<th>Language Control</th>
<th>Vocabulary</th>
<th>Interpretive Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Novice High</strong></td>
<td>Uses some sentences or questions learned in class.</td>
<td>□</td>
<td>Often uses words, phrases, sentences or questions learned in class correctly.</td>
<td>□</td>
<td>Uses familiar words related to what he/she is learning in class.</td>
</tr>
<tr>
<td></td>
<td>Answers some questions about things learned in class.</td>
<td>□</td>
<td>Sometimes uses own generated sentences.</td>
<td>□</td>
<td>Uses native language when he/she does not know the words to say more about something in Chinese.</td>
</tr>
<tr>
<td></td>
<td>Sometimes generates some sentences or questions of his/her own.</td>
<td>□</td>
<td>Generated sentences or questions are occasionally correct.</td>
<td>□</td>
<td>Presents information on familiar topics.</td>
</tr>
<tr>
<td></td>
<td>Presents information using practiced phrases and simple sentences.</td>
<td>□</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Novice Mid</strong></td>
<td>Uses words he/she has heard a lot.</td>
<td>□</td>
<td>Uses words learned in class.</td>
<td>□</td>
<td>Uses some familiar words related to what he/she is learning in class.</td>
</tr>
<tr>
<td></td>
<td>Uses short phrases practiced a lot.</td>
<td>□</td>
<td>Sometimes uses phrases or sentences learned in class correctly.</td>
<td>□</td>
<td>Pauses and tries to find words in Chinese, but often uses words in his/her native language.</td>
</tr>
<tr>
<td></td>
<td>Sometimes uses simple sentences practiced a lot.</td>
<td>□</td>
<td></td>
<td></td>
<td>Presents information about self and some very familiar topics.</td>
</tr>
<tr>
<td></td>
<td>Answers some simple, questions practiced a lot.</td>
<td>□</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presents information using variety of words, and memorized phrases and expressions.</td>
<td>□</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Novice Low</strong></td>
<td>Uses a few words he/she practiced a lot.</td>
<td>□</td>
<td>Sometimes uses words that he/she knows well.</td>
<td>□</td>
<td>Uses a few words that he/she practices a lot.</td>
</tr>
<tr>
<td></td>
<td>Occasionally use a few short phrases he/she practices a lot.</td>
<td>□</td>
<td>Sometimes uses a few phrases he/she knows well.</td>
<td>□</td>
<td>Knows a few phrases that he/she practices a lot.</td>
</tr>
<tr>
<td></td>
<td>Presents information using single words or memorized phrases.</td>
<td>□</td>
<td></td>
<td></td>
<td>Use native language a lot.</td>
</tr>
</tbody>
</table>

**Comprehension**

- Understands simple, familiar words, phrases, sentences, questions, and directions.
- Speaks slowly.
- Repeats the question.
- Uses pictures or gestures to help him/her understand.

**Interpretive Listening**

- Understands a few simple, very familiar words, phrases, sentences, questions, and directions.
- Usually understands when teacher: speaks slowly.
- Repeats the question.
- Uses pictures or gestures to help him/her understand.
- Speaks slowly.
- Repeats the question.
- Uses pictures or gestures to help him/her understand.
### CLOCK Classroom Observation Checklist: Novice Sublevels**

#### COMMENTS:
Mandy did a great job presenting herself and Pandal! She also shared information about her likes and dislikes.

#### COMMUNICATION STRATEGIES AND LESSON-SPECIFIC CAN-DO STATEMENTS

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Mandy</th>
<th>Grade: 5</th>
<th>Language: Chinese</th>
<th>Topic: Introduction</th>
<th>Activity: Oral Report</th>
<th>Date: 6/17/14</th>
</tr>
</thead>
</table>

**Novice Level Communication Strategies** (check all that apply)

- ☐ Repeats words, phrases, or sentences.
- ☑ Uses gestures or facial expressions to help others understand.
- ☐ Sometimes uses English.
- ☐ Asks teacher or classmate to repeat what they said.
- ☐ Lets teacher know when he/she does not understand.

For presentational:

- ☐ Slows down the pace of the presentation when sensing the audience is having difficulty understanding.
- ☐ Repeats words, phrases, or sentences when sensing the audience is having difficulty understanding.

- ☐ Other: Uses memorized sentence patterns.

**Comments**

Mandy smiled when she talked about her likes and frowned when she talked about her dislikes.

**Lesson-Specific Can-Do Statements**

What can he/she talk about in Chinese?  
[Please paste in your lesson specific can-dos for interpersonal speaking here]

- Can introduce self.
- Can introduce others.
- Can share information about likes and dislikes.

What can he/she understand in Chinese?  
[Please paste in your lesson specific can-dos for interpretive listening here]

Comments:

Mandy was very comfortable presenting in front of her classmates. Great job!

**Comments:**
## INDIVIDUAL STUDENT ACTIVITY PERFORMANCE RECORD

Use this table to record results on multiple dates for one student. Directions: 1) write each student’s name; 2) indicate activity participated in; 3) describe their fluency, language control, vocabulary and listening comprehension; and 4) write comments about each student’s performance.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Fluency</th>
<th>Language Control</th>
<th>Vocabulary</th>
<th>Comprehension</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/10/14</td>
<td>Paired Conversation</td>
<td>Sometimes uses simple sentences practiced a lot. □</td>
<td>Sometimes uses own generated sentences □</td>
<td>Uses familiar words related to what he/she is learning in class □</td>
<td>Understands a few simple, very familiar words, phrases, sentences, questions, and directions. □</td>
<td>*We created this record just to illustrate how users can complete this form.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Answers some simple, questions practiced a lot. □</td>
<td>Sometimes uses phrases or sentences learned in class correctly. □</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>6/17/14</td>
<td>Presentation</td>
<td>Uses some sentences or questions learned in class. □</td>
<td>Often uses words, phrases, sentences or questions learned in class correctly. □</td>
<td>Uses familiar words related to what he/she is learning in class. □</td>
<td>N/A</td>
<td>Mandy did a great job presenting herself and Panda! She also shared information about her likes and dislikes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presents information using practiced phrases and simple sentences. □</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Example from STARTALK program

Here is an example of one program’s use of the CLOCK.

- Students were Grade 1-4 immersion students
- Assessment data is from the last week of three week program
- Novice and Intermediate Level
It’s time to play with the CLOCK!

At your tables:

- Brainstorm several interpersonal speaking activities
- Some tablemates do the activity
- Other tablemates observe and rate using the CLOCK
- Regroup and Discuss!
Sources of Inspiration

- CAL Assessments (SOPA, ELLOPA, TOM)
- ACTFL Performance Guidelines
- NCSSFL-ACTFL Can-Dos
- COPE/SOPA Rating Scale
- STARTALK Program administrators, teachers, and CLOCK project advisors
Used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication.

https://startalk.umd.edu/resources/

More reasons to Assess

The formative and summative data you collect may be used beyond the classroom for program:

- Advocacy
- Improvement
- Expansion
Reflection

- What have you learned today that may change the way you use assessment in your classroom?

- What have you learned today that may influence the way you teach?
Language Assessment Resources from CAL

- Foreign Language Assessment Directory (FLAD)
  - Funded by Department of Education #P017A050033
  - Free, searchable directory
    - Over 200 tests in over 90 languages
  - Information about
    - Appropriate grade and proficiency levels of test
    - Skills targeted by test
    - Test developers

- Understanding Assessment: A Guide for Foreign Language Educators
  - Free companion tutorial to the FLAD
  - Discusses practical issues instructors face
Thank You!

Questions?
Comments?

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