GRADE 9 TO GRADE 12 GERMAN LANGUAGE AND CULTURE

Classroom Assessment

CLASSROOM ASSESSMENT

What is Assessment?

Assessment is an **integral, ongoing part of the learning process** itself. It is the process of gathering evidence of student learning in order to determine next steps. Contemporary assessment models (which have been called *alternative assessment*, *performance assessment*, and *authentic assessment*) have in common the goal of guiding instruction to enable all students to achieve high levels of proficiency and academic development, and to empower them with the skills and attitudes for life-long learning. When this information is used by students, teachers, and parents to inform subsequent teaching and learning activities, it can increase motivation, engagement, and student success. This information can also be used by the broader educational community to monitor student achievement, celebrate success, and ensure that appropriate supports for continued learning are provided.

The proficiency-based language classroom lends itself to using multiple forms of assessment to evaluate students' progress as well as the impact of instructional strategies. Assessments of student performances are both formative and summative. These assessments facilitate student reflection on the learning process and the improvement of learning. The most reliable assessment of students' capabilities comes from the work they do over extended blocks of time under the close guidance of teachers.

The Purpose of Assessment

Identifying the purpose of any assessment is critical to its effective use. Assessment serves three main purposes: **assessment *for* learning**, **assessment *as* learning**, and **assessment *of* learning**. These purposes relate to different aspects of the learning process and support and improve student learning in distinct ways.

Assessment *for* learning helps teachers gain insight into what students understand and assists them to appropriately plan and differentiate teaching strategies and learning opportunities to help students progress. By constantly checking for understanding, students' misconceptions can be surfaced and addressed.

Assessment *as* learning refers to processes where students assess their own knowledge, skills, and learning strategies in order to develop their understanding and refine their learning strategies. Considering these two purposes together, teachers and students work in partnership to set and revise learning goals and to adjust teaching and learning strategies to work toward the achievement of the learning outcomes.

Assessment *as* learning is a process whereby learners become more aware of what they learn, how they learn, and what helps them learn. Learners are able to build knowledge of themselves as learners, and become metacognitive. In other words, they become aware of how they learn.

Assessment *as* learning focuses on the role of the student as the critical connector between assessment and learning. When students are active, engaged, and critical assessors, they make sense of information, relate it to prior knowledge, and use it for new learning. This is the regulatory process in metacognition. It occurs when students monitor their own learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand. It requires that teachers help students develop, practise, and become comfortable with reflection, and with a critical analysis of their own learning. Through collection of data and reflection, students and teachers set learning goals, share learning intentions and success criteria, and evaluate their learning through dialogue and self- and peer-assessment.

Assessment *of* learning is summative in nature and is used to confirm what students know and can do, to demonstrate whether they have achieved the curriculum outcomes, and, occasionally, to show how they are placed in relation to others. *Evaluation* is a term that is often used in referring to assessment *of* learning. Evaluation is a judgment regarding the quality, value, or worth of a student's response, product, or performance, based on established criteria and curriculum standards. Through evaluation, students receive a clear indication of how well they are performing in relation to learning outcomes. It is important to recognize that evaluation is just one aspect of assessment, and by itself does not constitute a full-assessment program.

Assessment *of* learning supports learning when it is used to celebrate success, adjust future instruction, and provide feedback to the learner. At the school, divisional, and provincial levels, assessments *of* learning can be used to ensure that appropriate supports for continued learning are provided. Provincially, we collect data on student performance in key areas at three levels: classroom-based assessments in Early Years, classroom-based assessments in Middle Years, and through standards tests at Grade 12. This involves collecting and interpreting evidence of student learning and a student's ability to apply the knowledge, skills, and attitudes he or she is developing. Clear criteria for success are necessary, both for supporting the learner in demonstrating their understanding and skill, and for supporting the teacher in making valid and reliable judgments about student progress and achievement. Evidence gathered through the formative assessment process can be helpful in arriving at summative judgments, but only when the most current and stable evidence is used and re-evaluated against the criteria that define reporting levels or grades.

A Balanced Assessment Plan

It is important that teachers consider the three **purposes of assessment** and develop an assessment plan that attends to all three. Much of the educational literature and research today is focused on classroom-based assessment; specifically, on how the ongoing, formative assessment* that occurs as part of everyday instruction can support learning. Increasingly, there is a recognition that assessment *for* and *as* learning need to be given greater attention and consideration in assisting teachers, students, and their parents in improving learning and achievement.

While there is some variation in what is considered essential, the following are commonly identified as contributing to effective assessment during the instructional cycle:**

- clear learning targets, expressed in terms students understand, with explicit criteria for success illustrated through actual work samples
- active student involvement in setting performance targets, self-assessment, planning and adjusting learning strategies, and monitoring and communicating progress
- provision of specific, descriptive feedback (from the teacher, peers, or from self-assessment) that leads students to reflect on progress and take the next step to achieve the learning outcome(s)
- use of assessment evidence gained through observation, interaction, discussion, and written work, to plan and adjust instruction

When these elements are incorporated into daily classroom practice, the research*** shows that student achievement improves.

Assessment *for*, *as*, and *of* learning all serve valuable and different purposes. The challenge is to find an appropriate balance. Traditionally, the focus of classroom assessment has been on assessment *of* learning. Research and experience suggest that shifting the focus to assessment *for/as* learning practices—where educators help students understand themselves as learners and students take increasing responsibility for their learning—increases student achievement and motivation, and empowers students to become self-directed, self-managing learners.

The entire teaching and learning process should be informed by an assessment strategy that is interwoven throughout the planning, instruction, and feedback cycle.

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* Formative assessment is now defined by many as information gathered by teachers and students during and after learning that is used to plan and adjust teaching and learning. As such, it would encompass assessment *for* and *as* learning described earlier.

** *Ukrainian Language Arts, Grades 4–6, Guide to Implementation* (2008). Alberta Learning.

*** Black and Wiliam's (1998) well known review of over 250 research studies showed significant student achievement gains when certain actions were taken: when students were involved in the assessment process and when they received increased amounts of specific, descriptive feedback about learning and less evaluative feedback. The greatest gains were for less successful learners, but the achievement of all students improved.

Engaging Learners

Assessment has a profound influence on student motivation and self-esteem, both of which are critical influences on student learning. When the focus of assessment is on learning, and specific feedback is provided to help the student move forward in manageable steps, assessment builds confidence and success. When students experience success, and are part of collecting and communicating evidence of success in their learning, their motivation and willingness to persevere increases.

However, assessment can also cause students to disengage. Struggling learners may have experienced assessment as evidence of failure which confirms their negative beliefs about themselves as learners. For those learners especially, assessment must focus on clear, manageable learning goals, and be conducted in a safe classroom climate that values risk-taking, eliminates threat, and enhances students' beliefs about themselves as learners.

Research* has shown that assessment practices that are underpinned by a belief that every student can improve, such as involving students in goal setting and self-assessment, promote learning. In contrast, this research also suggests that classroom-based assessment practices that place too much emphasis on marks and grading rather than on feedback for improvement, and where a student's performance is compared to peers, can actually inhibit learning.

Assessing and Learning an additional Language and Culture

Brisk (1998) argues that fair assessment of bilingual or additional language learners requires three distinct sources of information: background knowledge of the students, understanding of the processes students use to perform, and evaluation of the outcomes per se. This coincides with constructivist views of learning as a dynamic social process, "an activity that is always situated in a cultural and historical context" (Bruner & Haste, 1987, p. 1). The role of the teacher in establishing a fair assessment of second or additional language learners' developing skills cannot be overlooked, since these teachers are the ones structuring the classroom experience through which children make sense of school activities by tapping and "translating" from the knowledge embedded in their linguistic and cultural background (Igoa, 1995).**

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* Black and William (1998).

** Torres-Guzman, Maria E., Jorgelina Abbate, Maria Estela Brisk, Liliana Minaya-Rowe (2002). "Defining and documenting success for bilingual learners: A collective case study." *Bilingual Research Journal*, Spring 2002.

It is equally important is to distinguish between language proficiency and content knowledge when assessing student performance in situations where content-area knowledge and skills are essential. In all second language learning environments, it is difficult to distinguish between language proficiency and content knowledge, as language is always involved in communicating information. That is, students are learning the language while, at the same time, it is the vehicle for developing or expressing their knowledge and skills related to a specific subject.

Therefore, teachers need to consider carefully students' knowledge and prior experiences with tasks or learning experiences that require specific content-area knowledge and skills. If some or all learners do not already possess the requisite knowledge or skills, these need to be developed or integrated in the language classroom. The difficulty associated with separating language and subject-area learning can be alleviated when teachers ensure that when they are planning for instruction and for assessment, both content and language learning outcomes are clearly defined and expressed.* Whether one is planning a large-scale module, a unit, or a lesson plan, outcomes for both language and content-area knowledge and skills should be clearly defined.

Once the learning outcomes for the language and the specific subject have been defined and developed, teachers can then generate descriptors for differing levels of attainment. This can be done by developing rubrics that allow teachers and students to assess the level of attainment and performance with respect to both language and content-area knowledge. The information obtained will help to illuminate the extent to which students know the language of the content area and the extent to which they have understood the concepts presented in that content area.

Assessment Alternatives

Using a variety of classroom assessments, provides a better picture of learning and instruction. The following is a suggested list of different types of classroom assessments.

- **Performance Assessment:** Students are required to create a product or formulate a response that demonstrates proficiency in a skill or understanding of a process or a concept. Typically, performance assessments are "authentic" in that they are structured around real-life problems or situations.

- **Teacher Observation:** The teacher observes a student engaging in a variety of tasks or activities and uses checklists, rating scales, etc., to record his or her judgment about a student's performance in reaching a specific benchmark.

- **Conferencing:** The teacher and student dialogue to evaluate the student's progress on reaching one or more specific goals.

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*   Howard, Elizabeth, Julie Sugarman, Marleny Perdomo, and Carolyn Temple Adger (2005). *The Two-Way Immersional toolkit*. The Education Alliance at Brown University and The Centre for Applied Linguistics.

- **Self-Assessment:** Students reflect upon and evaluate their own work with assessment criteria developed by the teacher and/or student.
- **Peer Assessment:** Students evaluate each other's work with assessment criteria developed by the teacher and/or students.
- **Portfolio Assessment:** A student's work is recorded, over a period of time, in a collection of materials decided upon by the student and/or teacher that reflect the student's learning processes, growth, and achievement in an organized and systematic way.

Portfolios

In general, for instructional purposes, assessments that give teachers qualitative information about student performance are more useful than tests that simply produce a score. For this reason, portfolios that document student performance over time can be particularly informative for both learners and teachers.

An example of the use of portfolios as an international language assessment instrument is *LinguaFolio*, designed to support individuals in setting and achieving their goals for learning languages. It is based on the European Language Portfolio and language passport resources.

LinguaFolio includes the following three components:
- a passport, where formal assessments and a student's self assessments (checklists) are documented
- a biography, where information about a student's language background and intercultural activities are recorded, and
- dossiers, where samples of a student's work over time are archived

This three-fold approach enables language learners at all ages and levels to document their language learning as they develop greater proficiency and are engaged in different learning opportunities.

Portfolio instruments, such as *LinguaFolio,* are not limited to documenting progress in learning an international language. In bilingual programs, learners use the portfolio to document their progress in both languages. The goal is to empower each individual learner to take responsibility for her or his language proficiency and be able to continue to develop proficiency independently and autonomously once the formal sequence of language instruction has ended.

For information on *LinguaFolio* see http://www.ncssfl.org/links/LFGrid.pdf and for information on the European Language Portfolio see http://www.coe.int/t/dg4/portfolio/Default.asp?L=E&M=/main_pages/welcome.html.

A Cyclical Process

The evaluation process is cyclical in nature. Each phase is linked to and dependent on the others.

- In the preparation phase, decisions are made about what is to be evaluated, the type of evaluation to be used, the criteria against which student learning outcomes will be judged, and the most appropriate assessment techniques for gathering information.

- The assessment phase involves developing or selecting assessment tools, deciding when and how assessments will be conducted, then collecting, organizing, and interpreting the information on student performance.

- During the evaluation phase, the teacher makes a judgment on the progress of the student and the level of achievement reached relative to the learning outcomes.

- The reflection phase provides teachers with the opportunity to consider the success of the evaluation process used and to make modifications to subsequent teaching and evaluation.

Meaningful Assessment

Assessment should occur in authentic contexts that allow students to demonstrate learning by performing meaningful tasks. Meaningful assessment achieves a purpose and provides clear and useful information. For example, it may identify misunderstandings in student learning, and provide corrective feedback and direction for further instruction. Assessment improves instruction and learning.

Meaningful content and contexts for assessment help students by engaging their attention and encouraging them to share their work and talk about their learning processes. Students need to take an active part in assessment. When students understand assessment criteria and procedures and take ownership for assessing the quality, quantity, and processes of their own work, they develop self-assessment skills. The ultimate goal of assessment is to develop independent life-long learners who regularly monitor and assess their own progress.

The Teacher's Role in Assessment

In the classroom, teachers are the primary assessors of students. Teachers design assessment tools with two broad purposes: to collect information that will inform classroom instruction, and to monitor students' progress towards achieving year-end learning outcomes. Teachers also assist students in developing self-monitoring and self-assessment skills and strategies. To do this effectively, teachers must ensure that students are involved in setting learning goals, developing action plans, and using assessment processes to monitor their achievement of goals. Teachers also create opportunities for students to celebrate their progress and successes.

Teachers learn about students' learning and progress by regularly and systematically observing students in action, and by interacting with them during instruction. Because students' knowledge, and many of their skills, strategies, and attitudes are internal processes, teachers gather data and make judgments based on observing and assessing students' interactions, performances, and products or work samples.

Teachers demonstrate that assessment is an essential part of learning. They model effective assessment strategies and include students in the development of assessment procedures such as creating rubrics or checklists. Teachers also collaborate with parents and with colleagues regarding student assessment.

Assessment and Evaluation Purposes and Audiences

The quality of assessment largely determines the quality of evaluation. Valid judgments can be made only if accurate and complete assessment data are collected in a variety of contexts over time. Managing assessment that serves a multitude of purposes and audiences is a challenging task. Teachers must continually balance not only the assessment of their students' progress in the development of knowledge, skills and strategies, and attitudes but also their own purposes and audiences for information collected during assessment.

Guiding Principles for Assessment and Evaluation of Second Language Learning

Classroom-based assessment provides regular feedback and allows teachers and students to reflect on progress and adjust instruction and learning accordingly. See the chart, entitled Principles of Assessment that Assist Learning and Inform Instruction, on page 8. When planning for assessment for second language learning, it is important to consider the following points:

- The teacher should use a variety of assessment techniques that clearly reflect the communicative, learner-centred, task-based approach to second language learning. For example, when using a task-based approach, written interpretation would be tested by having students use the information in a written text to carry out a task, rather than by having students answer comprehension questions.

- The percentage of the final mark allotted to each component of the curriculum should reflect the amount of time that the students spend on that component. For example, if students are spending 70% of their time on oral activities, 70% of their final mark should be determined by oral evaluation.

- Tests should measure what they say they are measuring. For example, if students are being tested for aural interpretation and the test requires that they write down information they have understood, they should be marked on whether or not they have understood, not on whether the information written was correctly spelled.

- Evaluation should take place in the context of meaningful activities. For example, grammar points dealt with in the course of a unit can be evaluated by looking at whether or not they are correctly used in the task the students are doing, not in fill-in-the-blank or other decontextualized exercises.

- Different kinds of learning outcomes should be evaluated in different ways. For example, knowledge-related learning outcomes can be assessed by objective tests; attitudes are better assessed by observation.

- Students should be involved in determining the criteria that will be used for evaluating their work. This can be part of the planning process at the beginning of each unit. Students should have a clear understanding of the types of evaluation procedures that will be used throughout the unit.

Principles of Assessment that Assist Learning and Inform Instruction

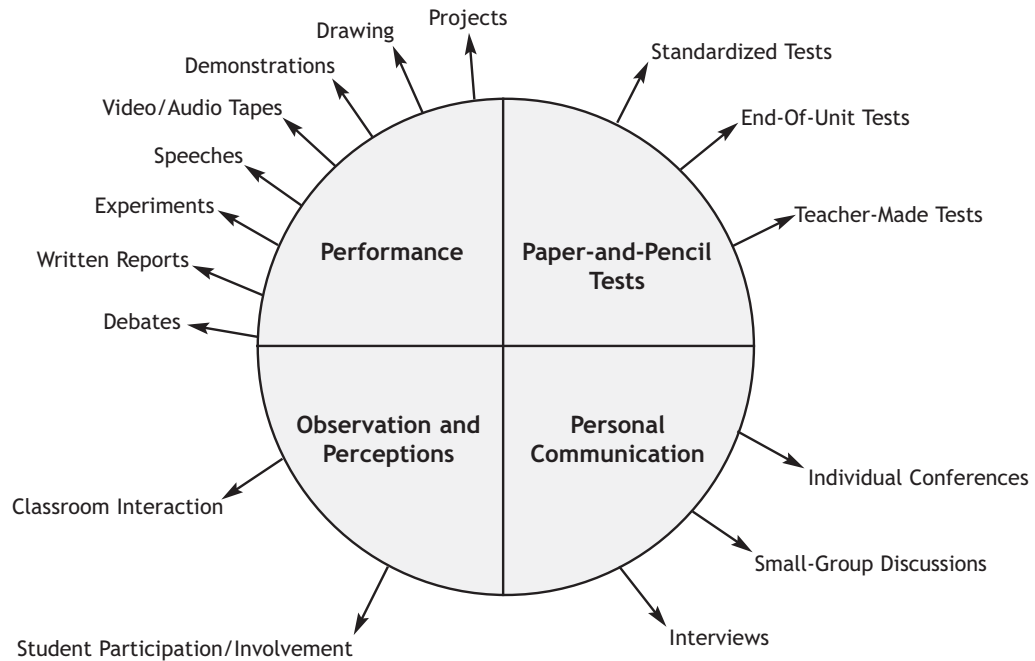| 1. An Integral Part of Instruction and Learning	2. Continuous and Ongoing	3. Authentic and Meaningful Language Learning Processess and Contexts
Assessment . . . • is meaningful to students • leads to goal setting • fosters integration with other curricular areas and application to daily life • reflects instructional strategies used • uses a wide variety of methods • reflects a definite purpose	*Assessment . . .* • occurs through all instructional activities (observations, conferences, responses, logs) • occurs systematically over a period of time • demonstrates progress towards achievement of learning outcomes	*Assessment . . .* • focuses on connecting prior and new knowledge (integration of information) • focuses on authentic context and tasks • focuses on application of strategies for constructing meaning in new contexts
4. Collaborative and Reflective Process	**5. Multidimensional, Incorporating a Variety of Tasks**	**6. Developmentally and Culturally Appropriate**
Assessment . . . • encourages meaningful student involvement and reflection • involves parents as partners • reaches out to the community • focuses on collaborative review of products and processes to draw conclusions • involves a team approach	*Assessment . . .* • uses a variety of authentic tasks, strategies, and tools • is completed for a variety of purposes and audiences • reflects instructional tasks	*Assessment . . .* • is suited to students' developmental levels • is sensitive to diverse social, cultural, and linguistic backgrounds • is unbiased
7. Focused on Students' Strengths	**8. Based on How Students Learn**	**9. Offers Clear Performance Targets**
Assessment . . . • identifies what students can do and are learning to do • identifies competencies in the development of knowledge, skills, and attitudes • considers preferred learning styles • focuses on celebrations of progress and success • provides for differentiation • provides information to compare a student's performance with his/her other performances	*Assessment . . .* • uses sound educational practice based on current learning theory and brain research • fosters development of metacognition • considers multiple intelligences and learning styles • uses collaborative and cooperative strategies • considers research on the role of memory in learning • reflects current models of language learning	*Assessment . . .* • encourages student involvement (setting criteria, measuring progress, working towards outcomes and standards) • encourages application beyond the classroom • provides a basis for goal setting • provides students with a sense of achievement • provides information that compares a student's performance to predetermined criteria or standards

Assessment Tools and Strategies

Choosing assessment strategies and tools requires that teachers consider the range of classroom situations that students will experience. A variety of tools and resources may be used.

| Figure 1 | ASSESSMENT TOOLS AND RESOURCES |

Projects
Drawing
Demonstrations
Video/Audio Tapes
Speeches
Experiments
Written Reports
Debates

Standardized Tests
End-Of-Unit Tests
Teacher-Made Tests

Performance

Paper-and-Pencil Tests

Observation and Perceptions

Personal Communication

Classroom Interaction
Student Participation/Involvement

Individual Conferences
Small-Group Discussions
Interviews

Adapted from Heartland *AEA*, 1992

Examples of Student Assessment Techniques

There are a number of ways of organizing student assessment and a variety of tools that can be used to carry it out. The choice of techniques will depend largely on what is being evaluated. Students can be assessed by observing them as they are engaged in classroom activities, by measuring how well their work meets specific criteria, or by giving them different kinds of tests. They can be assessed individually or in groups. The assessment can be done by the teacher, by the student himself or herself, or by other students. A number of different tools can be used to record the results of the assessment, for example, checklists, rating scales, or anecdotal records.

The following are some examples of techniques specifically designed to assess different aspects of second language learning. **Each technique can be used to assess other aspects of learning than the example given.** For example, observation checklists can be used to assess group activities, reflection on learning strategies, the spelling, grammar, and punctuation of written texts, and so on.

Anecdotal Records

Anecdotal records are systematically kept notes of specific observations of student behaviors, skills, and attitudes in the classroom. Anecdotal records provide cumulative information regarding progress, skills acquired, and directions for further instruction. Anecdotal notes are often written as the result of ongoing observations during the lessons but may also be written in response to a product or performance the student has completed. Systematic collection of anecdotal records on a particular student provides excellent information for evaluation of learning patterns and consistency of student progress. Well-kept anecdotal records provide a valuable, practical, and specific reference about a student.

Checklists, Rating Scales, and Rubrics

Checklists, rating scales, and rubrics are assessment tools that state specific criteria that allow teachers and students to make judgments about developing competence. They list specific behaviours, knowledge, skills, attitudes, and strategies for assessment, and offer systematic ways of organizing information about individual students or groups of students.

Checklists usually offer a yes/no format in relation to the specific criteria and may be directed toward observation of an individual, a group, or a whole class. Checklists may be single-use or multiple-use.

Rating scales allow for an indication of the degree or frequency of the behaviours, skills and strategies, or attitudes displayed by the learner. They may be used to gather individual or group information, and are usually single-use. Multiple-use rating scales may be achieved by having students or teacher complete the same rating scale at different times during the school year and making comparisons.

Rubrics are an expanded form of rating scale that list several specific criteria at each level of the scale. They may be used to assess individuals or groups and, as with rating scales, may be compared over time.

The quality of information acquired through the use of checklists, rating scales, and rubrics is highly dependent on the quality of the descriptors chosen for assessment. Their benefit is also dependent on students' direct involvement in the assessment and interpretation of the feedback provided.

Bewertungsrubrikenmuster
Allgemeine Rubriken für Fremdsprachen

Allgemeine Rubrik für Zusammenarbeit				
	1	**2**	**3**	**4**
Arbeitspensumparität	Arbeitspensum ungleich— ein einziger Schüler hat die gesamte Arbeit getan	Arbeitspensum ungleich – ruht hauptsächlich auf den Schultern von einem oder zwei Schülern	Arbeitspensum etwas ungleich	Arbeitspensum gleich aufgeteilt
Beim Thema bleiben	kaum beteiligt, selten beim Thema	manchmal	meistens	immer
Interaktion	zeigt wenig Interesse; respektlos anderen gegenüber	wenig Diskussion; leicht abgelenkt; etwas respektlos anderen gegenüber	etwas Diskussion; respektiert andere	viel Duskussion; respektiert andere

Allgemeine Rubrik für mündliche Präsentierung – einfache Antworten		
	Ja	**Nein**
Genaue Aussprache		
Richtige Grammatik		

Allgemeine Rubrik für mündliche Präsentierung – kulturelles Rollenspiel				
	1	**2**	**3**	**4**
Aussprache	schlechte Aussprache, starker englischer Akzent	einige Fehler, aber noch verständlich	verständlich mit wenigen Fehlern	durchweg genau; beinahe wie ein Einheimischer
Sprachgewandtheit	zögernd; lange Leerstellen	unnatürliche Pausen	einigermaßen gewandt	gewandte Vortragsweise
Verständlichkeit	unverständlich	schwer zu verstehen	verständlich	leicht zu verstehen
Wortschatz	gebraucht den Zielwortschatz nicht	minimaler Gebrauch des Zielwortschatzes	einiger Gebrauch des Zielwortschatzes	umfassender Gebrauch des Zielwortschatzes
Glaubwürdigkeit(zeigt Kenntnis der Kultur)	nicht glaubhaft; keine Verbindung zur Zielkultur erkennbar	begrenzte Glaubwürdigkeit; kaum Verbindung zur Zielkultur	glaubwürdiges Rollenspiel; spiegelt die Kultur etwas wieder	glaubwürdiges Rollenspiel; spiegelt die Kultur wieder
Vorführung	liest von Karten; monoton; kein Augenkontakt	wenig Enthusiasmus; begrenzter Augenkontakt	allgemein enthusiastisch; etwas Augenkontakt	lebhaft, enthusiastisch; guter Augenkontakt

Adapted *from Nebraska K-12 Foreign Language Frameworks*, 1996

Bewertungsrubrikenmuster

Allgemeine Rubriken für Fremdsprachen

Allgemeine Rubrik für geschriebenes Material—generell				
	1	**2**	**3**	**4**
Grammatik	scheint das Studienthema nicht zu verstehen	einige Fehler im Studienthema	benutzt das Studienthema gut	ausgezeichnet
Wortschatz	minimaler Gebrauch des Zielwortschatzes auf dem gegenwärtigen Lernniveau; Wörter falsch benutzt	benutzt einen Teil des gegenwärtigen Wortschatzes; Schlüsselwörter fehlen	Wortschatz ist auf dem gegenwärtigen Lernniveau	kreativer Gebrauch des Wortschatzes
Rechtschreibung	viele Rechtschreibefehler	einige Rechtschreibefehler	sehr wenig Rechtschreibefehler	ausgezeichnet

Allgemeine Rubrik für geschriebenes Material—kreatives Schreiben (3. oder 4. Klasse)			
	unbefriedigend **3**	**befriedigend** **2**	**ausgezeichnet** **1**
Rechtschreibung/Aussprache	nachlässig; viele Fehler	einige Fehler durchweg	Rechtschreibung und Satzzeichen beinahe immer korrekt
Grammatik	schreibt auf dem Niveau der 1. oder 2. Klasse; viele grammatikalische Fehler—häufig passen Subjekt und Verb nicht zusammen; schreibt meist in der Gegenwart	einige Fehler—Subjekt und Verb passen nicht immer zusammen, manchmal werden falsche Zeitformen benutzt; repräsentiert nicht immer das gegenwärtige Studienniveau	auf dem gegenwärtigen Studienniveau oder darüber mit sehr wenigen Fehlern
Bemühen	einige Elemente fehlen; Arbeit scheint hastig zusammengestellt	kommt den Anforderungen nach	mehr als erforderlich
Kreativität	zeigt keine Kreativität oder Planung; unvollständige Beschreibungen; unrealistische Figuren; planlose oder garkeine Illustrationen	einige Kreativität; einfache Beschreibungen; im Ganzen ordentlich	kreative, originale Beschreibungen; realistische Figuren; gut illustriert; ordentlich

Adapted from *Nebraska K-12 Foreign Language Frameworks*, 1996

Bewertungsrubrikenmuster

Einstufungstabellen

Form-7A. Beispiel einer holistischen Einstufungstabelle

1 — Noch nicht — Wenige oder keine Ausdrücke von Vorlieben/Abneigungen und/oder Fragen/Antworten sind korrekt angegeben; beinahe vollständig unverständlich; kulturelle Bräuche waren ungeeignet oder nicht aufgeführt; kaum Beweise, dass Anleitungen befolgt wurden.

2 — gut — Einige Fehler von Vorlieben/Abneigungen und/oder Fragen/Antworten; verständlich mit bemerkbaren Fehlern in der Aussprache, dem Satzbau und/oder dem Wortschatz; einige der kulturellen Bräuche sind aufgeführt und angemessen; hat Anleitungen im Allgemeinen befolgt.

3 — ausgezeichnet — Beinahe alle Ausdrücke von Vorlieben/Abneigungen und/oder Fragen/Antworten sind korrekt; leicht zu verstehen mit gelegentlichen Fehlern in der Aussprache, dem Satzbau und Wortschatz; beinahe alle kulturellen Bräuche sind aufgeführt und angemessen; hat Anleitungen vollends befolgt.

4 — geht über Erwartungen hinaus — Keine Ausdrucksfehler (d.h. von Vorlieben/Abneigungen und/oder Fragen/Antworten); beinahe einheimische Aussprache; Satzbau geht weit über erwartete Fähigkeit hinaus; beinahe einheimischer Gebrauch angemessener kulturellen Bräuche; befolgt Anleitungen weit besser als erwartet.

Form-7B. Beispiel einer analytischen Einstufungstabelle

	1 noch nicht	2 gut	3 ausgezeichnet	4 geht über Erwartungen hinaus
Gibt Vorlieben/Ab-neigungen Ausdruck	wenige oder keine korrekt vorgetragen	einige Fehler, Mehrzahl ist korrekt vorgetragen	beinahe alle korrekt ausgedrückt	keine Fehler
Ist verständlich (Aussprache, Satzbau, Wort-schatz)	beinahe vollständig unverständlich	verständlich mit be-merkbaren Fehlern in der Aussprache, dem Satzbau und/oder Wortschatz	leicht zu verstehen, gelegentliche Fehler	keine Fehlerbeinahe einheimische Aussprache; Satzbau geht weit über erwartete Fähigkeiten hinaus
Führt angemes-sene kulturelle Bräuche auf	nicht angemessen oder nicht aufgeführt	einige aufgeführt und angemessen	beinahe alle aufge-führt und angemes-sen	beinahe einheimischer Gebrauch der Bräuche
Befolgt Anleitungen	kaum Beweise, dass Anleitungen befolgt wurden	befolgt Anleitungen im Allgemeinen	befolgt Anleitungen vollständig	geht über Erwartungen hinaus

Analytic rating scales give more information about specific criteria and should be used when students and teachers want feedback on the strengths and weakness of a performance, product, or process. Levels of performance (standards) are described for each of the criteria. "An analytic scale requires that raters give separate ratings to different aspects of the work. Criteria incorporating several outcomes are analytic." (Herman, Aschbacker, & Winters, 1992, p. 70)

Adapted from *Nebraska K-12 Foreign Language Frameworks*, 1996

Bewertungsrubrikenmuster

Selbstbewertung mündlicher Aktivität

Bewerte dich selbst in jeder der folgenden Kategorien:

★★★★★   **fantastisch**

★★★★   **sehr gut**

★★★   **gut**

★★   **mittelmäßig**

★   **muss verbessert werden**

	★	★★	★★★	★★★★	★★★★★
Inhalt • Der Inhalt war vollständig. • Die Ideen waren gut organisiert.	☆	☆	☆	☆	☆
Verständlichkeit • Meine Partner/innen konnten mich verstehen. • Mein/e Lehrer/in konnte mich verstehen.	☆	☆	☆	☆	☆
Wortschatz und Ausdrücke • Ich habe vor Kurzem gelernte Ausdrücke benutzt. • Ich habe vor Kurzem gelernten neuen Wortschatz benutzt.	☆	☆	☆	☆	☆
Grammatik • Ich habe schwierigen Satzbau benutzt.	☆	☆	☆	☆	☆
Sprachgewandtheit • Ich habe in angemessenem Umfang gesprochen. • Ich habe mit wenigen Unterbrechungen gesprochen.	☆	☆	☆	☆	☆
Auflistung • Ich habe formelle oder familiäre Ausdrucksformen benutzt, wie jeweils anwendbar.	☆	☆	☆	☆	☆

Developed by Karen Jogan, Albright College, Reading, PA

Bewertungsrubrikenmuster

Bewertung eines mündlichen Berichts

Redner/in: _____

Kritiker/in: _____

Datum: _____ Klasse: _____

Arbeitstitel: _____

Ich habe verstanden, worum es in diesem Bericht ging.   _____ ja   ____ einigermaßen   _____ nein

Es hat mir gefallen, dass der/die Redner/in _____

_____

Um es noch besser zu machen, könnte der/die Redner/in _____

Gib dem mündlichen Bericht eine Note zwischen 1 (muss bearbeitet werden) und 5 (fantastisch)

Entwurf	1	2	3	4	5
Angeführte Schlüsselwörter	1	2	3	4	5
Klare Organisation	1	2	3	4	5
Benutzung von Anschauungsmaterial/Illustrationen	1	2	3	4	5
Minimale Bezugnahme auf Notizen	1	2	3	4	5
Angemessene Länge	1	2	3	4	5
Fragen beantwortet	1	2	3	4	5
Redner/in scheint an dem Thema interessiert zu sein	1	2	3	4	5
Originalität, Kreativität	1	2	3	4	5
Redner/in vertritt eigene Meinung	1	2	3	4	5

Developed by Karen Jogan, Albright College, Reading, PA

Bewertungsrubrikenmuster

Storybeurteilung

Name: _____   Datum: _____

Beurteile die Story:

       ✭✭✭✭   **fantastisch**

       ✭✭✭   **gut**

       ✭✭   **einigermaßen**

       ✭   **muss weiter bearbeitet werden**

	✭	✭✭	✭✭✭	✭✭✭✭
Die Story war gut organisiert.	❒	❒	❒	❒
Die Story hat einen Anfang, eine Mitte und ein Ende.	❒	❒	❒	❒
Die Story war interessant und unterhaltsam.	❒	❒	❒	❒
Die Story enthielt eine Vielfalt von Ausdrücken.	❒	❒	❒	❒
Die Ideen in der Story wurden klar ausgedrückt.	❒	❒	❒	❒
Die Story wurde von anderen verstanden.	❒	❒	❒	❒

Mir gefiel die Story, weil _____

_____

_____

Developed by Eliason, Eaton, & Jogan, TESOL, 1997

Bewertungsrubrikenmuster

Eine Meinung ausdrücken

Name: _____ Datum: _____ Thema: _____

Beurteile dich selbst nach folgenden Gesichtspunkten:

	nicht erfolgreich	erfolgreich
Ich glaube, ich habe meine Meinung erfolgreich ausgedrückt.	❐	❐
Meine Meinung hatte mehrere unterstützende Argumente.	❐	❐
Meine unterstützenden Argumente waren gut organisiert.	❐	❐
Ich war überzeugend.	❐	❐
Mein Satzbau war grammatikalisch genau.	❐	❐

Der beste Teil meiner Präsentierung war _____

_____

_____

_____

Ich könnte meine Präsentierung verbessern, indem ich _____

_____

_____

_____

Bewertungsrubrikenmuster

Wiedererzählenscheckliste: Selbstbewertung

Name: _____   Datum: _____

Buchtitel: _____   Autor/in: _____

Bitte hake das Kästchen ab, das beschreibt, wie du Folgendes tun kannst:

	Ich kann das noch nicht.	mit Hilfe von einem/r Mitschüler/in oder dem/r Lehrer/in	ganz allein
Ich kann die Hauptfigur nennen.			
Ich kann den Schauplatz beschreiben.			
Ich kann die Ereignisse in chronologischem Ablauf wiedergeben.			
Ich kann die Hauptfragen und –probleme identifizieren.			
Ich kann die Lösung beschreiben.			
Ich kann meinen Gefühlen über die Geschichte Ausdruck verleihen und sie mit einer anderen Geschichte oder einem Ereignis in meinem Leben vergleichen.			
Ich kann meinen Lieblingsteil und meine Lieblingsfigur in der Geschichte identifizieren und den Grund dafür erklären.			

Developed by Karen Jogan, Albright College, Reading, PA

Conferences

Conferences provide opportunities for students and the teacher to discuss learning strengths and areas for improvement, and to set learning goals. In conferences, it is possible to learn a great deal about students' understanding of information, attitudes toward learning, and the skills and strategies students employ during the learning process. Conferences provide opportunity for individualized teaching, for guiding students to more challenging materials, and for determining future instructional needs.

Conferences are usually short informal meetings held with individual students, or a small group of students, and involve diagnostic listening, questioning, and responding. Interviews, on the other hand, are conferences that are conducted to gather specific information. They may involve a set of questions you ask for a specific purpose. For example, you may need information about the student's reading patterns and difficulties and and may use a formal conference or interview to ask questions directly related to a particular aspect of the student's performance.

Sometimes more formal interviews are conducted regarding student attitudes and metacognitive behaviors. These are often presented as a set of questions or activities to which the student may respond orally with the teacher recording responses.

Whether conferences are informal or formal, they are most beneficial for assessment purposes when they are held on a regular schedule and both student and teacher come prepared with materials to share and questions to ask. Systematic conference notes form a permanent record of the content of the conference and set goals for future learning. Conferences provide opportunities to assess the appropriateness of the tasks and observe other areas of concern.

Once students are familiar with good conferencing procedures, peer conferencing is an alternative for students to obtain feedback and discuss progress and goals.

Continua

Continua or continuums are a series of descriptors that attempt to describe the behaviours that students exhibit as they are developing communicative competence. Teachers can use them systematically to observe and make judgments about students' progress. Although continua are designed to list descriptors according to developmental principles, most students do not develop in a linear fashion. Individual students may exhibit a range of indicators from a number of phases at any one time. Key indicators describe behaviours typical of a phase and provide a way of mapping student progress through the various levels. Students may not move through phases at a regular pace. The indicators do not describe evaluative criteria through which every student is expected to progress in sequential order, but they do provide evidence of an overall developmental pattern.

Performance Assessments

Performance assessment is defined as an assessment activity that requires students to construct a response, create a product, or perform a demonstration. Since performance assessments generally do not yield a single correct answer or method for solution, evaluations of student products or performances are based on judgements guided by criteria (McTighe and Ferrara 34).

Performance assessments are concerned with how students apply the knowledge, skills, strategies, and attitudes that they have learned to new and authentic tasks. Performance tasks are short activities (generally between one and three class periods) that provide an opportunity for students to demonstrate knowledge, skills, and strategies. They are highly structured and require students to complete specific elements. They may be content-specific or interdisciplinary and relate to real-life application of knowledge, skills, and strategies.

Performance assessment tasks can be organized into three categories: products (such as dioramas, slide shows, reports, videotapes, etc.), performances (such as dramatic readings, interviews, debates, etc.), and processes (such as problem solving, cooperative learning, etc.).

Portfolios

F. Leon Paulson defines portfolio as "a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas. The collection must include student participation in selecting the contents, the criteria for judging merit, and evidence of student self-reflection" (60).

The physical structure of a portfolio refers to the actual arrangement of the work samples and can be organized according to chronology, subject, types of student product, or goal area. The conceptual structure refers to the teacher's goals for student learning. For example, the teacher may have students self-assess a work sample, then self-reflect, and then set a goal for future learning. The work-sample self-assessment and the goal sheet may be added to the portfolio.

Students generally choose the work samples to place in the portfolio. The teacher may also choose to have specific work samples placed in the portfolio.

The charts that follow provide examples of elements that may be included in a second language portfolio, a sample assessment rubric, and ideas for exhibitions and projects.

Schülerportfolios künstlerischen Inhalts

Mündliche Präsentationen

- Debatten
- Ansprachen
- Diskussionen
- Scheinprozesse
- Monologe
- Interviews
- Reden

Multimedia Präsentationen

- Videotapes
- Filme
- Audiotapes
- Dias
- Fotobericht
- Druckmedien
- Computerprogramme
- Geschichtenerzählen
- mündlich überlieferte Geschichte
- Gedichtelesen
- Sendungen

Visuelle und grafische Kunst

- Gemälde
- Geschichtenbücher
- Zeichnungen
- Wandmalereien
- Plakate
- Skulpturen
- Cartoons
- Mobiles

Darstellungen

- Karten
- Diagramme
- Dioramas
- Modelle
- Attrappen
- Displays
- Anschlagbretter
- Tabellen
- Originalkopie

Vorstellungen

- Rollenspiel, Drama
- Tanz / Bewegung
- Chorlesen
- Musik (im Chor und instrumental)

Geschriebene Präsentationen

- expressiv (Tagebücher, Zeitschriften, Schreiblogs)
- berichtend (Briefe, Berichte, Umfragen, Essays)
- poetisch (Gedichte, Mythen, Legenden, Geschichten, Schauspiele)

Adapted from *Nebraska K-12 Foreign Language Frameworks*, 1996

Bewertungsrubrikenmuster

Bewertung von Portfolioqualität

Bewertung von Portfolioqualität

Diese Rubrik schlägt Richtlinien und Kriterien vor, die von Lehrern zur Bewertung von Portfolios benutzt werden können. Die Richtlinien und Kriterien sollten den Schülern erklärt werden, bevor sie damit beginnen, ihre Portfolios zusammenzustellen.

	Im Werden	**gut**	**sehr gut**	**ausgezeichnet**
Aussehen	schlampig, zeigt wenig Bemühung	einigermaßen attraktiv oder ordentlich	attraktiv, ordentlich	äußerst attraktiv, professionelles Aussehen
Kreativität	wenige oder keine Zeichen von Kreativität, originalem Denken oder Ausarbeitung	Zeichen von Kreativität, originalem Denken oder Ausarbeitung	viel Kreativität, originales Denken, und/oder Ausarbeitung	Kreativität ist reichlich vorhanden, viel originales Denken und/oder Ausarbeitung
Inhalt	wenige oder keine der ausgewählten Qualitätsobjekte demonstrieren klares Denken	einige der ausgewählten Qualitätsobjekte demonstrieren klares Denken	ausgewählte Qualitätsobjekte demonstrieren klares Denken	alle ausgewählten Qualitätsobjekte demonstrieren ein hohes Niveau von logischem Denken
Organisation	unordentlich, scheint einfach zusammengeworfen, kein Übergang	ziemlich organisiert, guter Themenübergang	organisierter, deutlicher Übergang zwischen Arbeiten und Portfolioteilen	auffallend gute Organisation macht das Lesen reibungslos
Vollständigkeit	einige vorgeschriebenen Teile fehlen	enthält die vorgeschriebenen Teile	enthält die vorgeschriebenen und einige zusätzliche Teile	enthält die vorgeschriebenen Teile, zeigt große Bemühung mit zusätzlichen Teilen
Denken	sehr kurz, in Eile getan, weder ernsthaft noch ehrlich	zeigt angemessenes Denken	hat offensichtlich Zeit mit Denken verbracht, ehrlich; ausgezeichnete Details	hohes Niveau analytischen Denkens unterstützt von einwandfreien Beweisen

Adapted from *Nebraska K-12 Foreign Language Frameworks*, 1996

Ideen für Ausstellungen und Projekte

Die folgende Liste gibt Lehrern Ideen für Produkte, Vorstellungen und Arbeitsprozesse, die als authentische Aufgaben in Projekte und Ausstellungen eingebaut werden können. Lehrer, die diese Liste benutzen, werden Schüler mit einer bedeutungsvollen, relevanten Klassenzimmererfahrung versehen, die auf die Welt außerhalb des Klassenzimmers angewandt werden kann und die die Schüler aktiv am Lernprozess teilnehmen lässt.

Die Liste ist von verschiedenen Quellen genommen (Jacobs, 1995; Maker & Nielsen, 1996); die meisten Ideen kommen von Lehrern, die sie im Klassenzimmer benutzt haben.

Fremdsprachenlehrer werden ermuntert, diese Liste zu benutzen, um ihre eigene Projektenliste zu schaffen, die den erwünschten Kursergebnissen und den verschiedenen Interessen und Talenten der Schüler angepasst ist.

Die Aufteilung in Kategorien ist nur eine Möglichkeit, eine Liste aufzustellen. Viele Produkte und Vorstellungen können in verschiedenen Kategorien erscheinen. Im Fremdsprachenklassenzimmer sind Kultur und Kommunikationskönnen mit den Produkten, Prozessen und Vorstellungen verflochten.

Media/Technologie

Reklame	Leitartikel	Nachrichten	Lichtbilder
Kabelkanäle	Filmstreifen	Rundschreiben	Lichtbildervortrag
CD-ROM Kreationen	Infomercials	Zeitungen	Fernsehshows
Clip Art	Zeitschriften	Meinungsumfragen	Fernsehprogramm
Werbung	Marketingaktionen	Radioshows	Reisebericht
Computergrafiken	Filme	Drehbücher	Videos
Computerprogramme	Multimediadarstellungen	Scripts	Webseite Homepages

Bildende und darstellende Künste

künstlerische Gestaltung	Tänze	Kompositionen	Puppen(spiele)
• Malerei	Displays	Musikinstrumente	Rap, Jingle, Sprechchöre,
• Skulptur	Zeichnungen	musikalische Vorstel-	Cheers
• Keramik	Fahnen	lungen	Schallplatte/CD/Buch-
Spruchbänder	Bücher zum durchblättern	Musikals	umschläge
Anschlagbretter	Blumenarrangements	Musikalische Symbole	Rollenspiel
Handdruck	Fugen	Origami	Seidensiebdruck
Schwarzes Brett	Glückwunschkarten	Pantomimen	Simulierungen
Cartoons	Illustrationen	Papier	Parodien
Chorlesen	Schmuck	Papiermaschee	Soziodramen
Choräle	Etikette	Fotoessays	Liedermacher
Tonmodelle	Logos	Fotografie	Nähen
Kleiderdesign	Masken	Schauspiele	Tattoos
Collagen	Mobiles	Pop-Up Bücher	Totempfähle
Comic Strips	Mosaiken	Plakate	Tapetenmuster
Kostümkreationen	Wandmalereien	Töpferei	Weben
		Requisiten	

Sprechen/Hören

Audio-/Videokassetten	Debatten	mündliche Berichte	Seminare
Choräle	Diskussionen	Podiumsgespräche	Reden
Gerichtsprozesssimu-	Flanelltafel	Präsentierungen	Storyboard
lierung	Erzählungen	Szenarios	
kooperative Aufgaben			

Adapted from Nebraska K-12 Foreign Language Frameworks, 1996.

Ideen für Ausstellungen und Projekte

Lesen/Schreiben/Literatur

3-D Forschungs-abhandlung	erklärendes Schreiben	Mythen	Forschungsberichte
ABC-Bücher	Fabeln	erzählendes Schreiben	Satyren
Bibliografien	Geschichtsdokumente	Entwürfe	Geschichten
Biografien	historische Geschichten	überzeugendes Schreiben	Termindokumente
Lesezeichen	Leuchtmanuskript	Dichtkunst	Zeitkapsel
Bücher	Zeitungsartikel	Anthologien der Dichtkunst	Terminpunkte
Kindergeschichten	Liste gelesener Bücher	Portfolios	geschriebene Fragen
Wörterbücher	Liste gesehener Filme	Stellungnahmedokument	Schreibsysteme
Enzyklopädien	Liedertexte	Reaktionsdokument	
Essays	Memoiren	Berichte	

Aktive Teilnahme

Sammlungen	Grundrisse	Hinderniskurs	Synchronbewegungen
Konstruktionen	Blumengebinde	Körperübung	Terrarien
Handarbeiten	Spiele	Präzisionsdrillteam	Werkzeuge
Demonstrationen	Erfindungen	Projektwürfel	Schatzsuchen
Dioramas	Labore	maßstabgerechte Modelle	
Umweltstudien	Lernzentren	Schnitzeljagd	
Ausflüge	Modelle	Nähen	
Bildkarten	Museumsausstellungen	Sport-/Freisportaktivitäten	

Tägliches Leben

Antragsformulare	e-mail	Briefe aller Arten	Quittungen
Rechnungen	Lobreden	Handbücher	Kochbücher
Kästen/Kartons	Stammbaum	Karten	Rezepte
Broschüren	Nahrung/Kochen	Menüs	Lebensläufe
Gewohnheiten	Regierungsformen	Voicemail/Nachricht	Termine
tägliche Routinen	Unterricht	Nachrufe	Schule
Tagebücher	Einladungen	Flugblätter	Sammelalben
Richtungen	Zeitschriften	Parteien	Einkaufslisten
	Papierkorbpost	Gesuche	Tabellenkalkulationen
	Etikette	Fotoalben	Umfragen
	Letzter Wille	Rezepte	Arbeit
	Gesetze	Fragebogen	

Denkkönnen

Analogien	Kreuzworträtsel	Grafische Organisatoren	Geheimschriften
Kategorien/Klassifizieren	Entschlüsse treffen	Diagramme	Selbstentdeckung
Grund/Wirkung	Experimente planen	3-D Diagramme	Synthese
Tabellen	Diagramme	Hausaufgaben	Forschungssynthese
Vergleich/Gegensatz	Ausführung	Stunden-/Prüfungsplan	Mosaikarbeiten
Vergleichstabellen	Bewertung	Vorlagen	Venn Diagramme
Konzepte	Beweismittelbewertung	Pläne	Vergegenwärtigung
Zahlenrätsel	Experimente	Problemlösung	Gewebe-/Gehirnkarten
	Extrapolieren	Rätsel	
	Tatsachenakten	Bewertungsskalen	
	Zielsetzung	Gedanken	

Adapted from *Nebraska K-12 Foreign Language Frameworks*, 1996

Cloze

In cloze procedure, words or parts of words are masked or blocked out in a sentence or a short passage. Students must use other cues or clues in context, both in the text and from their background experience, to replace or complete the missing words. As students read and come to the blank in the sentence, they call on cueing systems and other sources of information to help decide what word would make sense in the sentence. With young students, perhaps only one word in the sentence would be left out. With older students, as many as eight to ten deletions in a passage would be appropriate. Experience with cloze passages encourages students to maximize their use of the cueing systems. Students choose which information sources and strategies are most appropriate when meeting unknown words, rather than overusing graphophonic clues and sounding out words without any reference to meaning or word order.

Think-Alouds

Think-Alouds involve asking students to verbalize their thought aloud while engaged in a task. Think-Alouds are an effective instructional strategy, can provide insight into how readers process text, and serve as a very effective assessment strategy for written interpretation and use of strategies.

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