CLASSROOM ASSESSMENT

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Assessment is a systematic process of gathering information about what a student knows, is able to do, and is learning to do. Assessment information provides the foundation for decision-making and planning for instruction and learning. Assessment is an integral part of instruction that enhances, empowers, and celebrates student learning.

Using a variety of assessment techniques, teachers gather information about what students know and are able to do, and provide positive, supportive feedback to students. They also use this information to diagnose individual needs and to improve their instructional programs, which in turn helps students learn more effectively.

Assessment must be considered during the planning stage of instruction when learning outcomes and teaching methods are being targeted. It is a continuous activity, not something to be dealt with only at the end of a unit of study. Students should be made aware of the expected outcomes of the course and the procedures to be used in assessing performance relative to the outcomes. Students can gradually become more actively involved in the assessment process in order to develop lifelong learning skills.

Evaluation refers to the decision making which follows assessment. Evaluation is a judgment regarding the quality, value, or worth of a response, product, or performance based on established criteria and curriculum standards. Evaluation should reflect the intended learning outcomes of the curriculum and be consistent with the approach used to teach the language in the classroom. But it should also be sensitive to differences in culture, gender, and socio-economic background. Students should be given opportunities to demonstrate the full extent of their knowledge, skills, and abilities. Evaluation is also used for reporting progress to parents or guardians, and for making decisions related to such things as student promotion and awards.

Diagnostic assessment may occur at the beginning of a term or a unit of study, or whenever information about the prior learning of a student is useful. Various types of diagnostic assessments (tests, journals, performance-based assessment, etc.) may be used to collect that information. Teachers may use diagnostic assessment to

➢ find out what students know and can do

➢ identify student strengths and plan instruction which builds on and extends those strengths

➤ target difficulties, identify the precise nature of them, and plan instruction to meet those difficulties

➤ make informed decisions regarding where to focus instructional time and effort

Formative assessment is similar to diagnostic assessment but differs in that it provides ongoing feedback to the teacher about the effectiveness of instruction. Formative assessment encompasses a variety of strategies, used selectively to accomplish one or more of the following purposes:

➤ monitor student learning and provide feedback to students and parents

➤ identify areas of growth

➤ motivate students and provide incentive to study

➤ help focus attention and effort

➤ emphasize what is important to learn

➤ provide practice in applying, demonstrating, and extending knowledge, skills, and attitudes

➤ encourage goal-setting and monitor achievement of goals

➤ reflect on program structure and effectiveness, and modify or adjust teaching as necessary

Summative assessment occurs most often at the end of a unit of study. The primary purposes are to determine the knowledge, skills, and attitudes that have developed over a period of time, to summarize student progress.

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 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 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 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:
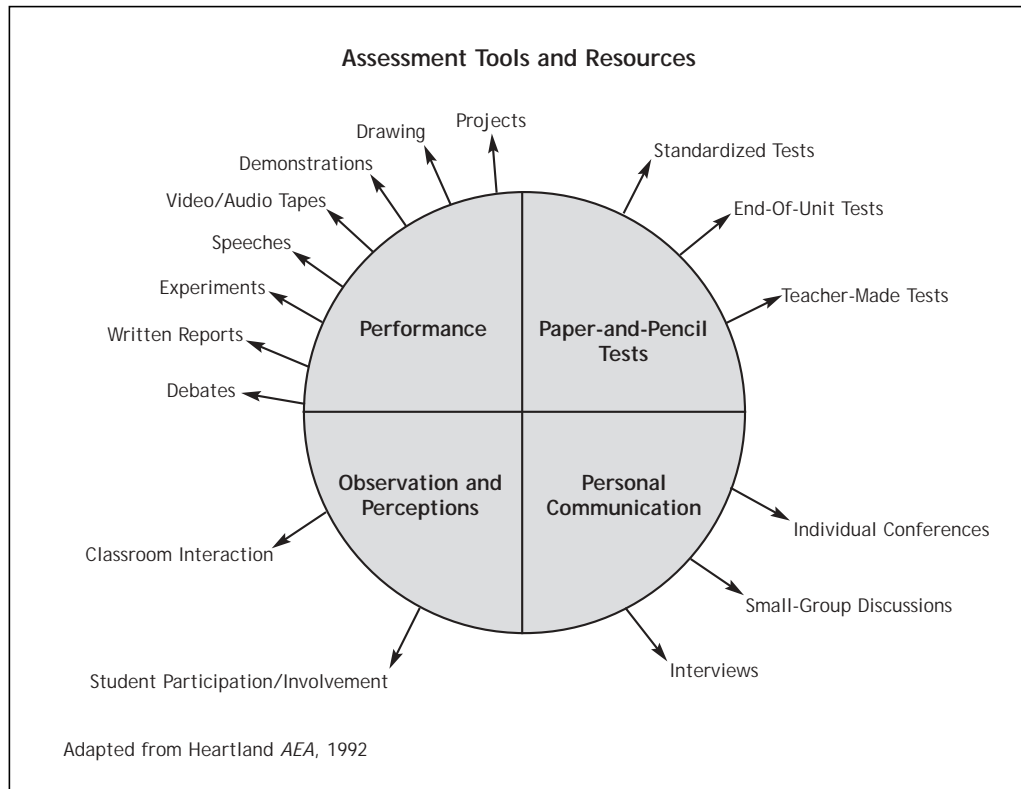
- The teacher should use a variety of assessment techniques that clearly reflect the communicative, learner-centred, task-based approach to second language learning. For example, when using a task-based approach, written interpretation would be tested by having students use the information in a written 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 outcomes should be evaluated in different ways. For example, knowledge-related 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 Processes 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.

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

Individual Conferences

Small-Group Discussions

Student Participation/Involvement

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.

Ejemplo de normas de evaluación
Normas de evaluación para la lengua y la cultura españolas

Norma de evaluación para el trabajo cooperativo				
	4	**3**	**2**	**1**
Igualdad en la distribución del trabajo	cantidad de trabajo compartido de manera equiparable	cantidad de trabajo un poco desigual	cantidad de trabajo desigual—hecho en su mayor parte por uno o dos estudiantes	cantidad de trabajo desigual—un estudiante ha hecho todo el trabajo
Se mantiene en la tarea	Todo el tiempo	la mayor parte del tiempo	a veces	poco involucrado(a); rara vez se mantiene en la tarea
Interacción	bastante intercambio de ideas; muestra respeto por los demás	algún intercambio de ideas; respetuoso(a) con los demás	poco intercambio de ideas; se distrae fácilmente; es un poco descortés con los demás	muestra poco interés; es descortés con los demás

Norma de evaluación para presentaciones orales-Respuestas sencillas		
	Sí	**No**
Pronunciación precisa		
Gramática precisa		

Norma de evaluación para presentaciones orales-Juego de rol cultural				
	4	**3**	**2**	**1**
Pronunciación	precisa todo el tiempo, casi como un hispanohablante	comprensible, con pocos errores	algunos errores, pero se le entiende	pronunciación pobre muy adaptada a su primera lengua (inglés, francés, etc.)
Fluidez	ejecución fluida	bastante fluida	pausas no naturales	insegura; vacilante; intervalos largos
Inteligibilidad	se le entiende fácilmente	se le entiende	se le entiende con dificultad	no se le entiende
Vocabulario	uso amplio del vocabulario meta	algún uso del vocabulario meta	uso mínimo del vocabulario meta	no usa el vocabulario meta
Credibilidad (muestra conocimiento de la cultura)	juego de rol creíble; refleja la cultura	juego de rol creíble; refleja un poco la cultura	poca credibilidad; poca conexión con la cultura meta	no creíble; no hay conexión manifiesta con la cultura meta
Desempeño	animoso, entusiasta; buen contacto visual	entusiasmo general; algún contacto visual	poco entusiasmo; contacto visual limitado	lee de sus fichas; monótono; no hay contacto visual

Adaptado de *Nebraska K-12 Foreign Language Frameworks*

Ejemplo de normas de evaluación
Normas de evaluación para la lengua y la cultura españolas (continuado)

Norma de evaluación para el material escrito-General				
	4	**3**	**2**	**1**
Gramática	perfecta	usa bien la materia que se estudia	algunos errores en la materia que se estudia	parece no entender lo que se estudia
Vocabulario	uso creativo del vocabulario	vocabulario al nivel actual de estudio	algún uso del vocabulario actual; faltan palabras claves	uso mínimo del vocabulario meta al nivel actual de estudio; uso incorrecto de las palabras
Ortografía	perfecta	muy pocos errores en la ortografía y en el uso de la tilde (acento ortográfico)	algunos errores en la ortografía y en el uso de la tilde (acento ortográfico)	muchos errores en la ortografía y en el uso de la tilde (acento ortográfico)

Norma de evaluación para el material escrito-Escritura creativa (estudiantes de 3er. y 4to. Años)			
	Sobresaliente 3	**Satisfactorio 2**	**Deficiente 1**
Ortografía/ Pronunciación	ortografía y puntuación casi siempre correctas	algunos errores en todas partes	descuidado; abundantes errores
Gramática	al nivel de estudio o superior con muy pocos errores	algunos errores-no siempre hay concordancia entre sujeto y verbo y/o sujeto y adjetivo, usa a veces tiempos verbales incorrectos; no siempre muestra nivel de estudio actual	la escritura está al nivel del 1er. o 2do. año; muchos errores gramaticales-los sujetos, verbos y adjetivos generalmente no concuerdan; la escritura está en su mayoría en el tiempo presente
Esfuerzo	más del requerido	satisface los requisitos	faltan algunas partes; el trabajo parece hecho a la ligera
Creatividad	descripciones creativas y originales; personajes realistas; bien ilustrado; ordenado	alguna creatividad; descripciones sencillas; en su mayor parte claro y ordenado	no muestra creatividad o planificación; descripciones incompletas; personajes irreales; ilustraciones al azar o no hay ilustraciones

Adaptado de *Nebraska K-12 Foreign Language Frameworks*

Ejemplo de normas de evaluación
Escalas de clasificación

Cuadro 7A. Ejemplo de una escala de clasificación inclusiva

4 — Supera las expectativas No hay errores en la expresión (p.e. gustos/antipatías y/o preguntar responder preguntas); pronunciación casi como un hispanohablante; uso de las estructuras más allá de la habilidad esperada; usos culturales apropiados casi como de un hispanohablante; siguió instrucciones, excedió lo esperado.

3 — Excelente Casi todas las expresiones de gustos/antipatías y/o preguntar/responder preguntas son correctas; se le entiende fácilmente con errores poco frecuentes en la pronunciación, las estructuras y en el uso del vocabulario; se demostraron de manera apropiada casi todos los usos culturales; siguió todas las instrucciones.

2 — Bueno Algunos errores en las expresiones de gustos/antipatías y/o preguntar/responder preguntas; inteligible con errores perceptibles en la pronunciación, las estructuras, y/o en los usos del vocabulario; se demostraron de manera apropiada algunos usos culturales; siguió casi todas las instrucciones.

1 — Todavía no Pocas o ninguna expresión de gustos/antipatías y/o preguntar/responder preguntas de manera correcta; casi o totalmente ininteligible; los usos culturales fueron impropios o no se demostraron del todo; poca evidencia de seguir instrucciones.

Cuadro 7B. Ejemplo de una escala de clasificación analítica

	4 Supera las expectativas	3 Excelente	2 Bueno	1 Todavía no
Expresa gustos/ antipatías	sin errores	casi todos expresados correctamente	algunos errores, la mayoría expresados correctamente	pocos o ninguno correctamente expresados
Es inteligible (pronunciación, estructuras, uso de vocabulario)	casi como un hispanohablante; usa estructuras más allá de la destreza esperada	se le entiende fácilmente, errores poco frecuentes	inteligible con errores perceptibles en la pronunciación, las estructuras, y/o en el uso de vocabulario	casi o totalmente ininteligible
Demuestra usos culturales apropiados	usos casi como un hispanohablante	casi todos se demostraron de manera apropiada	algunos demostrados y de manera apropiada	impropios o no demostrados
Sigue instrucciones	excedió lo esperado	sigue todas las instrucciones	sigue casi todas las instrucciones	poca evidencia de seguir instrucciones

Las escalas de clasificación analíticas dan más información sobre criterios específicos y se deben usar cuando los estudiantes y los profesores quieren retroalimentación sobre sus habilidades y debilidades en un desempeño, producto o proceso. Los niveles de desempeño (las normas) se describen para cada uno de los criterios. "Una escala analítica requiere que los evaluadores den por separado evaluaciones de los diferentes aspectos del trabajo. Los criterios que incorporan varios resultados son analíticos". (Herman, Aschbacker and Winters, p. 70)

Adaptado de *Nebraska K-12 Foreign Language Frameworks*

Ejemplo de norma de evaluación
Autoevaluación de la actividad oral

Evalúate en cada una de las siguientes categorías:

★★★★★ fantástica
★★★★ muy buena
★★★ buena
★★ regular
★ necesita mejorar

	★★★★★	★★★★	★★★	★★	★
Contenido • El contenido estuvo completo. • Las ideas estuvieron bien organizadas.	❑	❑	❑	❑	❑
Inteligibilidad • Fui inteligible para mi compañero. • Fui inteligible para mi profesor/a.	❑	❑	❑	❑	❑
Vocabulario y expresiones • Usé expresiones recién aprendidas. • Usé nuevo vocabulario recién aprendido.	❑	❑	❑	❑	❑
Gramática • Usé construcciones que son un reto para mí.	❑	❑	❑	❑	❑
Fluidez • Hablé una cantidad razonable. • Hablé con poca vacilación.	❑	❑	❑	❑	❑
Registro • Usé formas de expresión familiares y formales, según el caso.	❑	❑	❑	❑	❑

Desarrollado por Karen Jogan, Albright College, Reading, PA.

Ejemplo de norma de evaluación
Evaluación del informe oral

Orador(a): _____

Examinador(a): _____

Fecha: _____ Clase: _____

Titulo de la tarea: _____

Entendí de qué se trataba el informe. Sí _____ Un poco _____ No _____

Me gustó como el orador/la oradora _____

_____

Para mejorar, el orador/la oradora podría _____

Evalúa el formulario del informe oral de 5 (fantástico) a 1 (necesita mejorar)

Esquemas presentados	5	4	3	2	1
Palabras clave enunciadas	5	4	3	2	1
Organización clara	5	4	3	2	1
Uso de material visual/ilustraciones	5	4	3	2	1
Referencia mínima a apuntes escritos	5	4	3	2	1
Extensión apropiada	5	4	3	2	1
Se respondío a las preguntas	5	4	3	2	1
El orador parece interesado en al tema	5	4	3	2	1
Originalidad, creatividad	5	4	3	2	1
El orador sustenta una opinión	5	4	3	2	1

Desarrollado por Karen Jogan, Albright College, Reading, PA.

Ejemplo de norma de evaluación
Evaluación de una historia

Nombre: _____   Fecha: _____

Evalúa la historia:

★★★★ fantástica
★★★ buena
★★ promedio
★ necesita mejorar

	★★★★	★★★	★★	★
La historia estuvo bien organizada.	❒	❒	❒	❒
La historia tuvo un comienzo, un desarrollo y un final.	❒	❒	❒	❒
La historia fue interesante y entretenida.	❒	❒	❒	❒
La historia incluyó una variedad de expresiones.	❒	❒	❒	❒
Las ideas en la historia estuvieron claramente expresadas.	❒	❒	❒	❒
La historia pudo ser commprendida por otros.	❒	❒	❒	❒

Me gustó la historia porque _____

_____

_____

_____

_____

_____

Desarrollado por Eliason, Eaton, & Jogan, TESOL, 1997.

Ejemplo de norma de evaluación
Para expresar un punto de vista

Nombre: _____ Fecha: _____ Tema: _____

Evalúate en el proceso:

	muy exitoso	no muy exitoso
Pienso que tuve éxito en expresar mi opinión.	❐	❐
Mi opinión tuvo varios argumentos de apoyo.	❐	❐
Mis argumentos de apoyo estuvieron bien organizados.	❐	❐
Fui persuasivo(a) y convincente.	❐	❐
La estructura de mi oración fue gramaticalmente correcta.	❐	❐

La mejor parte de mi presentación fue _____

_____

_____

_____

Pude mejorar mi presentación si yo _____

_____

_____

_____

Desarrollado por Eliason, Eaton, and Joga, TESOL, 1997.

Ejemplo de norma de evaluación
Lista de verificación del relato de una historia: Autoevaluación

Nombre: _____ Fecha: _____

Titulo del libro: _____ Autor: _____

Por favor marca una "X" en la casilla que describe tu habilidad para hacer lo siguiente:

	Por mi cuenta	Con ayuda de un(a) compañero(a) o de mi profesor(a)	Todavía no puedo hacer esto
Puedo nombrar a los personajes principales.			
Puedo describir la escena.			
Puedo informar sobre las acontecimientos en orden cronológico.			
Puedo identificar los asuntos o problemas principales.			
Puedo describir el desenlace.			
Puedo expresar mis sentimientos sobre la historia y compararlos con otra historia o suceso en mi vida.			
Puedo identificar mi parte favorita de la historia o a mi personaje favorito y decir por qué.			

Desarrollado por 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.

Carpeta de trabajo del estudiante

Oral Presentations/
Presentaciones orales

debates/*debates*
addresses/*discursos*
discussions/*conversaciones*
mock trials/*simulacros de juicio*
monologues/*monólogos*
interviews/*entrevistas*
speeches/*conferencias*

Multimedia Presentations/
Presentaciones audiovisuales

videotapes/*videocasetes*
films/*películas*
audiotapes/*cintas de casete*
slides/*diapositivas*
photo essays/*composiciones con fotos*
print media/*medios de difusión impresos*
computer programs/*programas de computación*
storytelling/*narraciones*
oral histories/*historias orales*
poetry reading/*lecturas de poesía*
broadcasts/*transmisiones*

Visual and Graphic Arts/
Artes visuales y gráficas

paintings/*pinturas*
storybooks/*libros de cuentos*
drawings/*dibujos*
murals/*murales*
posters/*carteles*
sculptures/*esculturas*
cartoons/*historietas*
mobiles/*móviles*

Representations/
Representaciones

maps/*mapas*
graphs/*gráficos*
dioramas/*dioramas*
models/*representaciones a escala*
mock-ups/*maquetas*
displays/*exhibiciones*
bulletin boards/*tableros de anuncios*
charts/*diagramas, esquemas*
replicas/*reproducciones*

Performances/
Representaciones teatrales y artisticas

role-playing, drama/
    juego de roles, dramatización
dance, movement/
    danza, movimiento

choral readings/
    lecturas en voz alta en grupos

music (choral and instrumental)/
    música (coral e instrumental)

Written Presentations/
Presentaciones escritas

expressive (diaries, journals, writing logs)/
    de expesión (diarios, diarios de registro)
transactional (letters, reports, surveys, essays)/
    de transacción (cartas, informes, encuestas,
    ensayos)
poetic (poems, myths, legends, stories, plays)/
    poéticas (poemas, mitos, leyendas,
    historias, obras de teatro)

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

Ejemplo de normas de evaluación
Evaluación de la calidad de las carpetas de trabajo

Evaluación de la calidad de las carpetas de trabajo

Esta norma de evaluación sugiere normas y criterios que los profesores pueden usar para evaluar las carpetas de trabajo. Se deben presentar las normas y criterios a los estudiantes antes de que empiecen a desarrollar sus carpetas de trabajo.

	Superior	**Excelente**	**Bueno(a)**	**En desarrollo**
Apariencia	visualmente muy atractiva, de apariencia profesional	atractiva, ordenada	un poco atractiva u ordenada	desordenada, no muestra esfuerzo
Creatividad	la creatividad abunda, mucho pensamiento original y/o desarrollo detallado	mucha creatividad, pensamiento original y/o desarrollo detallado	alguna evidencia de creatividad, pensamiento original o desarrollo detallado	poca o no hay evidencia de creatividad, pensamiento original o desarrollo detallado
Contenido	todos los artefactos de calidad elegidos demuestran un nivel de razonamiento alto	los artefactos de calidad elegidos demuestran un razonamiento claro	algunos de los artefactos elegidos demuestran razonamiento claro	pocos o ninguno de los artefactos elegidos demuestran razonamiento claro
Organización	organización impresionante que hace que la lectura fluya de manera continua	organizada, transición clara entre los trabajos y las partes de la carpeta	bastante organizada, buena transición entre los temas	nada en orden, parece juntado casualmente, no hay transición
Integridad	tiene las muestras obligatorias, demuestra mucho esfuerzo suplementario con muestras adicionales	tiene la muestra obligatoria, algunas muestras adicionales	tiene las muestras obligatorias	faltan algunas muestras obligatorias
Reflexión	alto nivel de pensamiento analítico respaldado con evidencia sólida	tiempo evidente en reflexionar, honesta; detalles excelentes	muestra reflexión adecuada	muy breve, hecha con apuro, no sincera u honesta

Adaptado de *Nebraska K-12 Foreign Language Frameworks*, 1996.

Ideas for Exhibitions and Projects

The following list provides teachers with ideas for products, performances, and processes that can be incorporated as authentic tasks into projects and exhibitions. Teachers using this list will provide students with meaningful, relevant classroom experiences that can be applied in real-world contexts and actively involve students in the learning process.

The list was compiled from a variety of sources (Jacobs, 1995; Maker & Nielsen, 1996); most are ideas from teachers who have used them in the classroom.

World language teachers are encouraged to use this list to create their own list of projects to fit course outcomes and the varied interests and talents of students.

The categories are only one way to arrange the list. Many products and performances can cross over into other categories. In the world language classroom, culture is interwoven throughout the products, processes, and performances, as are the communicative skills.

Media/Technology

advertisements	editorials	news reports	slides
cable channels	filmstrips	newsletters	slide shows
CD-ROM creations	infomercials	newspapers	TV shows
clip art	magazines	opinion polls	TV Guide
commercials	marketing campaigns	radio shows	travelogue
computer graphics	movies	screenplays	videos
computer programs	multimedia presentations	scripts	Web home pages

Visual and Performing Arts

artwork:	dances	music compositions	puppets/shows
• painting	displays	musical instruments	raps, jingle, chants
• sculpture	drawings	musical performance	cheers
• ceramics	flags	musical plays	record/CD/book covers
banners	flip books	musical symbols	role plays
billboards	flower arrangements	origami	silkscreen prints
block prints	fugues	pantomimes	simulations
bulletin boards	greeting cards	paper	skits
cartoons	illustrations	papier-mâché creations	sociodramas
choral readings	jewelry	photo essays	song writing
chorales	labels	photography	stitchery
clay models	logos	plays	tattoos
clothing design	masks	pop-up books	totem poles
collages	mobiles	posters	wallpaper patterns
comic strips	mosaics	pottery	
costume creation	murals	props for plays	

Speaking/Listening

audio/videotapes	debates	oral reports	seminars
choral readings	discussions	panel discussions	speeches
court-trial simulations	flannel boards	presentations	story boards
cooperative tasks	narratives	scenarios	

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

Ideas for Exhibitions and Projects (continued)

Reading/Writing/Literature

3-D research papers	expository writing	myths	research reports
ABC books	fables	narrative writing	satires
bibliographies	historical documents	outlines	stories
biographies	histories	persuasive writing	term papers
bookmarks	illuminated manuscripts	poetry	time capsules
books	journal articles	poetry anthologies	time-lines
children's stories	lists of books read	portfolios	written questions
dictionaries of terms	lists of movies seen	position papers	writing systems
encyclopedias	lyrics	reaction papers	
essays	memoirs	reports	

Hands-on/Kinesthetic

collections	floor plans	obstacle courses	synchronized movement
constructions	flower arrangements	physical exercise	terrariums
crafts	games	precision drill team	tools
demonstrations	inventions	project cube	treasure hunts
dioramas	labs	scale models	
environmental studies	learning centres	scavenger hunts	
field trips	models	sewing	
flash cards	museum displays	sports/outdoor activities	

Daily Life

application forms	email	letters of all kinds	receipts
bills	eulogies	manuals	recipe books
boxes/cartons	family trees	maps	recipes
brochures	foods/cooking	menus	resumés
checks	government forms	messages, voice/written	schedules
cleaning	instructions	obituaries	school
contracts	invitations	pamphlets	scrapbooks
customs	journals	parties	shopping lists
daily routines	junk mail	petitions	spreadsheets
diaries	labels	photo albums	surveys
directions	last wills	prescriptions	work
	laws	questionnaires	

Thinking Skills

analogies	crossword puzzles	graphic organizers	secret codes
categorizing/classifying	decision making	graphs	self-discovery
cause/effect	design experiments	graphs, 3-D	synthesis
charts	diagrams	homework	synthesis of research
compare/contrast	elaboration	lessons and test design	tessellation
comparison charts	evaluation	patterns	Venn diagrams
concepts	evaluation of evidence	plans	visualization
cross-number puzzles	experiments	problem solving	webbing/mind maps
	extrapolation	puzzles	
	fact files	rating scales	
	goal setting	reflection	

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.