AUTHENTIC ASSESSMENT
FOR THE LANGUAGE CLASSROOM

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Plans for Today

- Assessment basics
  - Fundamental concepts
  - Purposes
  - Guiding principles
- Formative vs. Summative Assessments
- Performance-based Assessments
  - rubrics
  - observation checklists
  - self- and peer- assessments
  - exit tickets
A piece of the puzzle...
Fundamental Concepts

- **Testing**
  - The administration of tests
  - A test is a single instrument to measure a student’s ability at one particular time
    - Ex: A reading comprehension test of a book read in class

- **Assessment**
  - The systematic process of planning, collecting, analyzing, reporting, and using student data from a variety of sources over time (Gottlieb, 2016)
    - Ex: Student’s reading ability is assessed through a variety of tests, and formal and informal assessments throughout the school year (e.g., observations, projects, self-assessments)

- **Evaluation**
  - Use of assessment data to make a judgment
    - Ex: Giving a grade for a course based on attendance, class participation, projects, papers, homework assignments, and tests
Fundamental Concepts
I always monitor my students’ participation in class, have them to complete projects in groups, and give them homework assignments to check their understanding. This information helps me decide if I need to re-teach certain topics, or if I can move on to the next unit.

I give a short quiz at the end of every unit to my students. As a class, we go over each test item and discuss the correct answers.

At the end of the year, I analyzed my students’ performance on all class tasks, projects, homework, and tests. Unfortunately, one student did so poorly that he could not pass to the next level.
Purposes of Assessment

- Identify learning needs
- Evaluate teaching and learning
- Determine language learning targets
- Feedback for teachers
  - Were my methods successful? What do I need to re-teach?
- Feedback for students
  - Positive washback: useful feedback, student learns from test
  - Active role in own learning and increased confidence (self-assessment)
Guiding Principles

- Reliability
- Validity
- Practicability
- Authenticity
- Washback
Reliability

- The consistency of test in measuring whatever it is that it is measuring

<table>
<thead>
<tr>
<th>Reliability of student performance</th>
<th>One student should be able to take a test on Monday and then again on Tuesday and get very similar results each day.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliability of scoring</td>
<td>The results should be the same no matter who scores the test and when they score it.</td>
</tr>
<tr>
<td>Reliability between different forms of the same test</td>
<td>Different forms of a test have slightly different questions in a slightly different order. However, the content and difficulty level are the same and a student should perform comparably on both tests.</td>
</tr>
</tbody>
</table>
Is this a reliable test?

- I created different forms of a test for my morning and afternoon classes with slightly different questions in a slightly different order. However, the content and difficulty level were the same and a student should perform comparably on both tests.
Validity

- The accuracy with which a test measures what it is intended to measure
- Validity refers to how test scores are interpreted and used
- Example
  - Teacher wants to measure students’ *writing ability*
  - Teacher gives students a *spelling test*
  - Can the results be used *to make valid inferences about the students’ writing ability*?
1. Listen to the teacher. Match. Draw lines. (4 pts)

1. I wake up at 7:15.

2. He goes to school at 8:10.

3. We play soccer at 4:45.

4. She watches TV at 6:00.
<table>
<thead>
<tr>
<th>Practicality</th>
<th>Authenticity</th>
<th>Washback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy to administer</td>
<td>Language assessed is appropriate and relevant</td>
<td>Positive washback means that students learn something from the test. Good feedback is provided</td>
</tr>
<tr>
<td>Clear directions</td>
<td>Tasks resemble real-world uses of language</td>
<td></td>
</tr>
<tr>
<td>All resources are available</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In a class with 40 students, in order to assess speaking skills, the teacher plans to conduct an individual interview with each student. Each interview will last 15 minutes.
Does this test have positive washback?

- A teacher returns a reading/grammar test to the students with only check marks next to the wrong answers. There is no feedback or discussion.
Place the exercises along the authenticity continuum
Exercises

Circle the correct word.
1. How do / does the soup taste?
2. How do / does the shoes feel?
3. How do / does the music sound?

Complete the chart:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Past Simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: eat</td>
<td>ate</td>
</tr>
<tr>
<td>see</td>
<td></td>
</tr>
<tr>
<td>go</td>
<td></td>
</tr>
<tr>
<td>come</td>
<td></td>
</tr>
<tr>
<td>drive</td>
<td></td>
</tr>
<tr>
<td>buy</td>
<td></td>
</tr>
</tbody>
</table>

Work in pairs

Write the answers.

1. What do you do before school?

2. What do you do after school?
Place the exercises along the authenticity continuum

Work in pairs
Complete the chart
Write the answers
Circle the correct word

Complete the chart
Circle the correct word
Write the answers
Work in pairs

Inauthentic

Authentic
<table>
<thead>
<tr>
<th>Inauthentic Tests</th>
<th>Authentic Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Decontextualized exercises</td>
<td>□ Contextualized tasks</td>
</tr>
<tr>
<td>□ Test scores are the only feedback given</td>
<td>□ Interactive feedback (discussion)</td>
</tr>
<tr>
<td>□ Focus on the “right” answer</td>
<td>□ Open-ended, creative answers</td>
</tr>
<tr>
<td>□ Addresses knowledge about the language</td>
<td>□ Addresses use of the language</td>
</tr>
</tbody>
</table>
Summative vs. Formative

**Summative**

Provides a *summary* of what a student knows and can do
- End-of-unit tests
- Final exams

Provides information on how a student is doing and what modifications may be needed in instruction. Can also be *diagnostic*.

**Formative**

(Formal and Informal)

On-going assessments which help in *inform* what to do next with the students
- Observation forms
- Assessing writing samples with a rubric
- Performance assessments
Formative vs. Summative

**Formative**
- Monitors student progress
- Occurs internal to instruction
- Provides ongoing descriptive feedback
- Co-occurs with learning
- Is process oriented
- Informs instruction

**Summative**
- Evaluates student progress
- Occurs toward the end of an instructional cycle
- Provides feedback that may be in the form of grading
- Demonstrates learning
- Is product or outcome oriented
- Gauges instructional effectiveness

**Assessment for learning**

**Assessment of learning**
Formative or Summative?

Assessment that takes place during the process of learning. Purpose: to provide feedback to help the learning process.

Formal evaluation at the end of a learning period. Purpose: to measure what a student learned.
Assessments that can be used within the context of instruction and can be easily incorporated into the daily activities of the classroom.

Students are evaluated on how well they can perform communicative tasks and on the language they produce, rather than on what they are able to recall and reproduce.

(Bikowski, 2014)

https://www.youtube.com/watch?v=qERwexKaC00
Communicative Assessment Tasks

**Oral Language**
- role plays
- informal conferencing
- observation during cooperative activities
- interview—Q & A
- picture-cued descriptions
- story-telling/relating events
- debates
- various oral presentations
- video production

**Reading**
- sequencing pictures, sentences, or paragraphs
- graphic organizers to classify words or phrases
- drawing based on written text
- matching words with pictures, words, phrases, sentences; matching sentences with paragraphs
- underlining or highlighting main ideas or supporting details
- cloze exercise, comprehension questions
- discussion groups

**Writing**
- essays (expository, persuasive)
- narratives (real or fictional)
- summaries
- notes, journals, and logs
- portfolio of writing samples
Rating Performance (Alternative) Assessments

- Rubrics
- Observation Checklists
- Self Assessments
- Peer Assessments
- Exit Tickets
Holistic vs. Analytic Rubrics

Advantages and disadvantages of each?
# General vs. Task-Specific Rubrics

Mrs. Newbie's Homework Grading Rubric

<table>
<thead>
<tr>
<th>Completion</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entire assignment is complete</td>
<td>¾ of the assignment is complete</td>
<td>¼ of the assignment is complete</td>
<td></td>
</tr>
<tr>
<td>Accuracy</td>
<td>Entire assignment was correct</td>
<td>¾ of assignment was correct</td>
<td>¼ of assignment was correct</td>
</tr>
<tr>
<td>On Time</td>
<td>Assignment was turned in early or on time</td>
<td>Assignment was 1 day late</td>
<td>Assignment was more than 1 day late</td>
</tr>
</tbody>
</table>

Score: _____ out of 9

<table>
<thead>
<tr>
<th>Factual Information</th>
<th>Vocabulary</th>
<th>Correctness of Language</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Student used a wide variety of vocabulary words to describe self (more than in the lesson).</td>
<td>Less than 10% of words contain pronunciation errors; two or few grammar mistakes; 0-1 incorrect word choices</td>
<td>Introduction was told with expression, not flat; good L2 intonation pattern; confident in speech.</td>
</tr>
<tr>
<td>2</td>
<td>The student gave between 3-5 facts about him/herself.</td>
<td>Between 11% and 30% of words have pronunciation errors; between 3 and 6 grammar errors; between 2 and 4 incorrect word choices</td>
<td>Some expression in speech though mechanical in places; a few pauses but they didn’t detract from comprehensibility.</td>
</tr>
<tr>
<td>1</td>
<td>The student gave less than 3 facts about him/herself.</td>
<td>More than 30% of words have pronunciation errors; more than 6 grammar errors; more than 4 incorrect word choices</td>
<td>Very flat presentation; little L2 intonation pattern; many pauses, hesitations, and restarts that made it difficult to follow.</td>
</tr>
</tbody>
</table>

Table 1: An Analytic Rubric Example for a Speaking Task
Using Rubrics

- Give the rubric to students before starting the task
- Have students grade their own work with the rubric before turning it in
- Give the graded rubric back to students with their scores and feedback comments
Focus on 5 aspects of students oral language proficiency

- **Comprehension**
  - How much does the student understand when he is spoken to? How well does she follow classroom discussions?

- **Fluency**
  - Does the student have a hard time speaking? Is it difficult to have a conversation with him? Does the student’s speech flow well but occasionally gets stuck as he searches for the correct word.

- **Vocabulary**
  - Is the student able to say everything he wants, or does he struggle because he lacks the vocabulary to fully describe what he is thinking? Does he ever use the wrong words?

- **Pronunciation**
  - Do others have to struggle to understand what he is saying because he has a strong foreign accent.

- **Grammar**
  - Are grammar errors so frequent it is hard to understand the student?
## SOLOM Teacher Observation

**Student Oral Language Observation Matrix**

<table>
<thead>
<tr>
<th>Student's Name:</th>
<th>Grade:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Observed:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1</strong></td>
<td><strong>2</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>A. Comprehension</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cannot be said to understand even simple conversation.</td>
<td>Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetitions.</td>
<td>Understands most of what is said at slower-than-normal speed with repetitions.</td>
</tr>
<tr>
<td><strong>B. Fluency</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech so halting and fragmentary as to make conversation virtually impossible.</td>
<td>Usually hesitant: often forced into silence by language limitations.</td>
<td>Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression.</td>
</tr>
<tr>
<td><strong>C. Vocabulary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary limitations so extreme as to make conversation virtually impossible.</td>
<td>Misuse of words and very limited: comprehension quite difficult.</td>
<td>Student frequently uses wrong words: conversation somewhat limited because of inadequate vocabulary.</td>
</tr>
<tr>
<td><strong>D. Pronunciation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronunciation problems so severe as to make speech virtually unintelligible.</td>
<td>Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.</td>
<td>Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.</td>
</tr>
<tr>
<td><strong>E. Grammar</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Errors in grammar and word order so severe as to make speech virtually unintelligible.</td>
<td>Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns.</td>
<td>Makes frequent errors of grammar and word order that occasionally obscure meaning.</td>
</tr>
</tbody>
</table>

**Administered By (signature):**
Watch the video:
https://www.youtube.com/watch?v=ej1wBXZJGQw

Assess the student’s English oral language proficiency using the SOLOM

Discuss your scores and evaluation with your classmates
Observation Checklists

Student’s Name:

<table>
<thead>
<tr>
<th>Uses correct grammar and sentence structure</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulates sentences correctly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses verbs correctly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forms plurals correctly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks grammatically correct questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses pronouns correctly</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses age-appropriate vocabulary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses concepts of location, time, and quantity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses humor, sarcasm, and figures of speech appropriately</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produces complex sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Adapted from J. B. Tomblin, H. L. Morris, and D. C. language pathology, 2nd ed. San Diego, CA: Singular.
Observation Checklists

- A simple way of keeping a record of students’ performance in class
- Allows teachers to record information quickly about how students perform in relation to specific criteria
- Can be used for observations of an individual or group
- The forms can also include spaces for brief comments, which provide additional information not captured in the checklist
- Before you use an observation checklist, ensure students understand what information will be gathered and how it will be used (or involve them in creating the checklist)
- Share your scores and comments with students afterwards
- **Ensure checklists are dated to provide a record of observations over a period of time.**
Self Assessments

Encourage awareness of skills; promotes goal-setting, motivation, and autonomy
Peer Assessments

Encourage students to identify criteria for success in peers’ work, to collaborate, and to offer appropriate feedback.
Self Assessments and Peer Assessments

Benefits

• Helps students understand the task they are asked to perform
• Invites students to take responsibility for their own learning
• Fosters the creation of shared expectations between students and the teacher
• Helps students set goals for their learning
• Encourages them to do their best work
• Motivates students to analyze the quality of their work
• Offers important feedback to the teacher
Exit tickets

Encourage student reflection and analysis of learning; provides teacher with quick feedback related to lesson objectives
Exit tickets can be an ideal way to end a class. They can serve a number of purposes:
- Provide feedback to the teacher about the class.
- Require the student to review the day’s content.
- Ask the student to engage in problem-solving to apply their learning.

Exit tickets allow the teacher to plan for the next class:
- Do I need to re-teach anything?
- Can I move on to the next topic?
- Are there some students who need additional support?
Performance Assessment: Principles and Practices

- Helps learners **notice** their linguistic development
- Encourages **retention** of information through **meaningful feedback**
- Increases **self-direction and autonomy**
- Promotes **collaboration**
- Fosters **motivation and empowerment**
Most students are not used to performance assessments, so it is important to train them to be successful.

- Make lesson objectives transparent
- Carefully explain the purpose and of each assessment task
- Help students use the language they need to complete the task
- Model feedback
- Show them how to help each other
Steps in Creating a Tool for Rating Performance Assessments

Step 1
- Determine your objectives
  - What should students know and be able to do?

Step 2
- Choose a task
  - Which task could the students perform that would indicate that they have met these objectives?

Step 3
- Identify the criteria to use
  - What are the characteristics of good performance that will indicate that students have met the objectives?

Step 4
- Identify levels of performance for each criterion
  - The combination of the criteria and the levels of performance will be your rubric

Adapted from Mueller, J. (2016)
http://jfmueller.faculty.noctrl.edu/toolbox/howdoyoudoit.htm
**Lesson Objectives:** Students will be able to describe people and provide information about their name, age, nationality, and occupation. Students will be able to use descriptive adjectives and nouns.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Average</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas and Content:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides complete information about 3 friends (Name, Age, Nationality, Other)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topics follow a logical sequence and details are provided in order</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses appropriate adjectives and nouns to describe each friend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conventions:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses appropriate grammar, punctuation, and spelling</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Examine the speaking task below
Create a tool to evaluate your students’ performance on this task. Choose:
- a rubric
- an observation checklist
- a self- or peer-assessment tool
# Lesson Planning Grid

## Preparing Learners
- Ice breaker
- Build background knowledge
- Relate content to students’ lives
- Introduce vocabulary and concepts in context

## Interacting
- **Teacher-Students:**
  - Teacher modeling
  - Direct instruction if needed
- **Student-Student:**
  - Group practice (closely monitored by the teacher)

## Extending Understanding
- Apply newly gained knowledge to novel situations or use it to problem-solve
- Connect ideas learned to ideas in previous lessons or in the real world
- Independent projects and tasks

## Formative Assessment/Check for Understanding

## Summative Assessment