



Assessment and Evaluation in the International Languages Classroom

"The primary purpose of assessment and evaluation is to improve student learning."

(Growing Success, p.6)

www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf

"Like successful athletic coaches, the best teachers recognize the importance of ongoing assessments and continual adjustments on the part of both teacher and student as the means to achieve maximum performance."

www.ascd.org/publications/educational-leadership/feb03/vol60/num05/How-Classroom-Assessments-Improve-Learning.aspx

Metacognition is the awareness and understanding of one's own thought processes, or "thinking about thinking"

Purpose: assists students to understand how they learn, set goals, and determine their own "next steps" in their language development.

Benefit: increases student engagement, fosters confidence, and empowers students to be independent and responsible for their learning

Outcome: develops student ability to become independent learners and acquire the basic habits and skills needed to become a lifelong language learner (*curriculum document p.13*)

EXAMPLES IN AN IL CLASSROOM

After stating the Learning Goals for the class

- > Think aloud of why they will be learning this. How will it improve their language skills?
- > Introduction of new vocabulary – how do we figure out the meanings of words? Is it a noun, adjective,

verb? Is it a cognate? What do we already know that could help us figure the meaning out without looking up the meaning.

- > At the end of a class, use an exit card (2 stars and a wish – 2 things that they did well, 1 thing that they struggled with)

THE SEVEN FUNDAMENTAL PRINCIPLES

(Growing Success, p.6)

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- > are fair, transparent, and equitable for all students;
- > support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- > are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- > are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- > are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- > provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- > develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

4 STRANDS

Students in international languages develop their listening, speaking, reading and writing skills in order to communicate in the target language in a variety of contexts and for a variety of purposes, with a focus on real-life situations and uses. Assessments should include high interest, contemporary issues in order to yield students' best work.



Listening: formulate questions for clarification while listening to a presentation in the IL, identify the main message of a radio commercial or PSA



Speaking: leave a telephone message giving specific directions of how to get to a tourist attraction (of a country where the IL is spoken), create a cooking show to demonstrate how to make a regional specialty



Reading: read an article about an environmental issue in the target language, and make connections to a similar issue in their own community



Writing: create a poem, or rap in the target language; write a biography about a significant person from a country or region where the target language is spoken

LEARNING SKILLS AND WORK HABITS

The 6 learning skills and work habits are responsibility, organization, independent work, collaboration, initiative and self-regulation. Although the development of these skills and habits is an integral part of a student's learning, they should not be considered in the determination of a student's grade.

Assessment for Learning

- > Assessments used to provide students with descriptive feedback and coaching for improvement in the International Language
- > Effective language instruction must provide meaningful communication and feedback from the teacher and peers in the target language in order for students to develop language and cultural proficiency (p. 9 Curriculum document)

Assessment as Learning

- > Assessments used to help students develop their capacity to be independent, autonomous language learners who can set individual goals, set next steps and reflect on their thinking and learning
- > International language learners need multiple opportunities to hear and use the target language in authentic and varied social contexts, including personal, academic, community, and workplace contexts, so that they can make real-life connections. (p.10 curriculum document)

Assessment of Learning

- > evidence of student achievement that is communicated to stakeholders, and lets them know what the student can do with respect to the overall curriculum expectations
- > Professional judgment is used to determine the specific expectations that will be used to evaluate the overall expectations (p. 30 curriculum document)

TRIANGULATION OF DATA

Observations

Focused observation of student learning by teachers who use the continuum, with student involvement, to create student-friendly profiles.

Synthesis and evaluation of evidence

Conversations

Self, peer, teacher, and parent talk and conferencing involving learning destination, criteria, descriptive feedback, and goal-setting conversations.

Portfolios

Student and teacher collection, selection, reflection, evaluation, and celebration of evidence of student learning and quality work compiled in portfolios.

Source: <https://lwict-assessment.wikispaces.com/triangulation>

ACHIEVEMENT CHART

The categories represent four broad areas of knowledge and skills within which the expectations for any given language or level of course can be organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, graphic, and written forms, including media forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences and purposes (e.g., use of appropriate style, voice, point of view) in oral, graphic, and written forms, including media forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., grammar, spelling, punctuation, usage), vocabulary, and terminology of the discipline in oral, graphic, and written forms, including media forms	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (e.g., literacy strategies and processes; literary terminology, concepts, and theories) in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., literacy strategies and processes; literary terminology, concepts, and theories) to new contexts	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between the text and personal knowledge and experience, other texts, and the world outside school)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

Growing Success as a Resource

DEVELOPING LEARNING GOALS

Assessment for learning and as learning requires that students and teachers share a common understanding of what is being learned. Learning goals clearly identify what students are expected to know and be able to do, in language that students can readily understand. Teachers develop learning goals based on the curriculum expectations and share them with students at or near the beginning of a cycle of learning. Teachers and students come to a common understanding of the learning goals through discussion and clarification during instruction. (Growing Success p.33)

Sample Learning Goals:

- > I can write in the IL for different audiences
- > I can use a variety of language structures and conventions to make it appropriate for the audience

ELICITING INFORMATION ABOUT STUDENT LEARNING

Teachers use a variety of assessment strategies to elicit information about student learning. These strategies should be triangulated to include observation, student-teacher conversations, and student products.

Teachers can gather information about learning by:

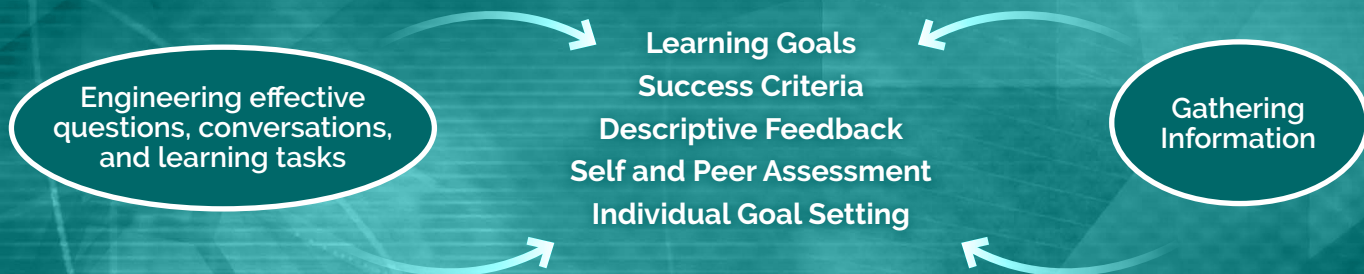
- > designing tasks that provide students with a variety of ways to demonstrate their learning; (skit, quiz, video, podcast etc.)
- > observing students as they perform tasks; (walk around class as students Think, Pair, Share, formal presentation on a aspect of culture or history in a region or country where the target language is spoken)

- > posing questions to help students make their thinking explicit; (one-on-one interviews about a short story, or newsclip)
- > engineering classroom and small-group conversations that encourage students to articulate what they are thinking and further develop their thinking. (discuss their plans for the weekend with a small group, provide each group with a photograph that represents an aspect of the culture and have students work together to describe it, or make connections to their own culture)

Teachers then use the information gathered to adjust instruction and provide feedback. Homework tasks designed to help students practice and consolidate new learning can also provide assessment information that both teachers and students can use to adjust instruction and focus learning. (Growing Success p.33)

Provide Descriptive Feedback

Ongoing descriptive feedback linked specifically to the learning goals and success criteria is a powerful tool for improving student learning and is fundamental to building a culture of learning within the classroom. As the teacher provides feedback, and as the student responds to it, the assessment information gathered is used to improve learning as well as instruction. Multiple opportunities for feedback and follow-up are planned during instruction to allow for improvement in learning prior to assessment of learning (evaluation). The focus of the feedback is to encourage students to produce their best work by improving upon their previous work and, at the same time, to teach them the language and skills of assessment, so they are able to assess their own learning and that of their peers. (Growing Success p. 33)



Sources of Evidence

- > observation (games in the target language, skits,)
- > questioning strategies
- > written (quizzes, tests, essays, short stories, poems/ raps, emails, text message conversation etc.)
- > problem-solving activities (activities around bus schedules, ordering in a restaurant, size conversions in

- a clothing store, working through cultural differences/ misunderstandings, putting events into chronological order, presentations of a variety of topics that have to do with a social issue and possible solutions)
- > demonstrations (dialogues, 20 questions/who/what am I?)



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