Advancing Student World Language Learning: Teaching and Assessing for Proficiency

Delaware World Languages

Professional Development Workshop

Introductions

Pre-Test

Workshop Overview

Day 1

    Module 1: Test Type

    Module 2: Test Scoring

Day 2

    Module 3: Test Design & Use

    Module 4: Teaching for Proficiency

Assessing for Proficiency

Module 1

Test Type

Achievement vs. Performance vs. Proficiency

Module 1: Test Type

	Content	Response
Achievement	Curriculum-Specific	Memorized/Rehearsed
Performance	Domain-Specific	Applied/Semi-Rehearsed
Proficiency	Non-Specific	Novel/Non-Rehearsed

Module 1: Activity

In small groups, discuss and classify the 10 following tests. Determine whether each is most like an achievement test, a performance test, or a proficiency test. Note the rationale for your choice.

Module 1: Activity Answers

Test	Type	Test	Type
Driving test (road)	Performance	SAT	Proficiency
Driving test (written)	Achievement	Semester final	Achievement
Vocabulary quiz	Achievement	Writing placement	Proficiency
Role play (known prompt)	Performance	Typing test	Performance
Role play (unknown prompt)	Proficiency	Translation test	Performance

Module 1 Activity

In your assigned group, write out a list of key words or phrases that describe the speaking and writing benchmarks for the ACTFL 2012 proficiency guidelines at that level. Be prepared to explain how your assigned level differs from the next higher and lower level.

Module 2

Test Scoring

Module 2: Test Scoring (Activity Part 2)

Using your flashcards, rate the sample tests provided, classifying each into 1 of 7 ACTFL levels (Novice-Low, Novice-Mid, Novice-High, Intermediate-Low, Intermediate-Mid, Intermediate-High, Advanced-Low).

In addition to classifying each sample, write a brief rationale for your rating.

Module 2: Test Scoring

Criterion-Referenced	Absolute	Norm-Referenced	Relative
Test Reliability	Precision	Test Validity	Accuracy
Intra-Rater Reliability	Within	Inter-Rater Reliability	Across

DPAS-II Component 5

Module 3

Test Design & Use

Module 3: Test Design (Item Types)

Item Type	Advantage	Disadvantage
Constructed response	Requires a novel response	Cannot be machine scored
Multiple choice	Increases ability to create reliable tests	Does not require a novel response
True False	Easy to create items	50-50 chance w/guessing
Check all that apply	Allows for numerous answer combinations	Can be perceived as unfair
Cloze	Can test multiple concepts (vocab) within a single context	Unclear what skill is being tested
Matching	Allows demonstration of pairwise relationships	Correct answers can be found by process of elimination
Categorization	Allows demonstration of semantic relationships	Scoring is complex

Test Use

Module 3: Test Use (Purpose)

Formative	Summative
Assessment FOR learning	Assessment OF learning
Used to inform subsequent teaching	Used to assign a score/grade
Administered during a course/section	Administered at the end of a course/section
Students can act as self-assessors	Students cannot act as self-assessors

Module 3: Practice

In groups, create a formative assessment (e.g., a homework assignment). Tie the level your group is assigned to Bloom's Taxonomy (i.e., Level 1 = Remembering/Understanding, Level 5 = Creating) to create a level-appropriate task.

Be prepared to describe the task to the group, how it would be assessed (e.g., feedback), and how the information learned from the assessment would promote subsequent learning.

Post-Test

Thank you

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