

Classroom Observation Checklist Kit for STARTALK Student Programs

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Who we are

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What is the Center for Applied Linguistics?

- ▶ CAL's mission is to improve communication through better understanding of language and culture (www.cal.org)
- ▶ We provide a comprehensive range of research-based information, tools, and resources related to language and culture
- ▶ Located in Washington DC



Purpose of This Breakout Session



1. Overview of Assessment
2. Latest Trends and Best Practices
3. **Language Assessment Resources**
4. Discussion and Reflections

What is Assessment?

- ▶ As instructors, we need to be able to track our students' language growth.

Assessment is how we do this

- ▶ Assessment = the opportunity to enhance, empower, and celebrate students' learning while giving guidance to instructors



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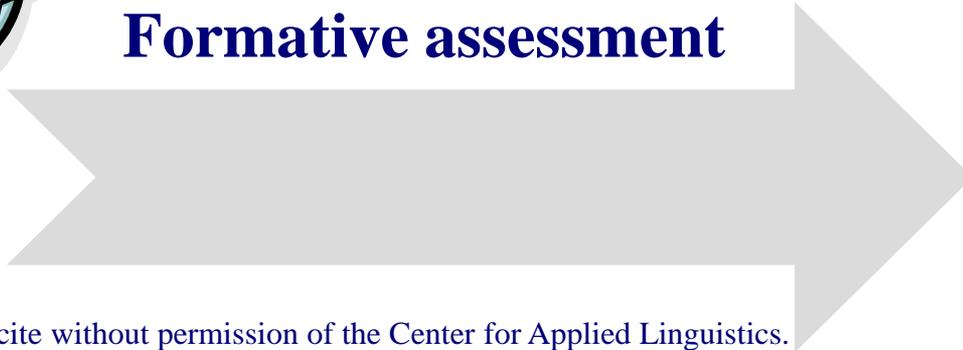
Types of Assessment



- **Formative assessment:** monitor students' progress along the way to your goal
- **Summative assessment:** check in on student progress at key points in the school year



Formative assessment



**Summative
Assessment**



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Periodic, assessment empowers teachers and learners alike:

- ▶ Teachers track student progress and adjust instruction
- ▶ Students have opportunities to demonstrate what they have learned and be involved in tracking their own growth

Ask your Partner:

- ▶ What do you do to track your students' language growth?
 - ▶ 1. Informally
 - ▶ 2. Formally

Examples of formative assessment



- ▶ Informal check – teacher gives directions and observes if students follow directions correctly
- ▶ Students rate their ability to perform different language functions (self-assessment)



Informal

- ▶ Observations
- ▶ Interactive Activities

Formal

- ▶ Quizzes/tests
- ▶ Presentations
- ▶ Projects
- ▶ Portfolio

- ▶ Integration of Instruction and Assessment
- ▶ Focus on Performance = what can the student DO in Chinese
- ▶ Focus on Function = language for a purpose
- ▶ Focus on Engagement = students involved in tracking their own learning

Assessment purposes: Backward design

What can they do / know by the **end of the year**?

How will they show what they can do?

What **units** will I plan to get them there?

What can they do / know by the **end of the unit**?

How will they show what they can do?

What **lessons** will I plan to get them there?

What can they do / know by the **end of the lesson**?

How will they show what they can do?

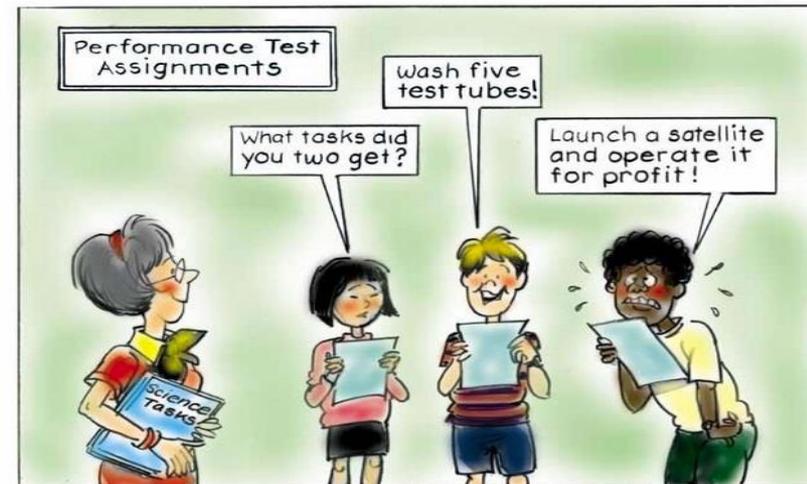
What **tasks** will I plan to get them there?

Educators repeat the backward design process over and over again at every level of planning.

Wiggins & McTighe, 2005

Focus on Performance vs. Achievement

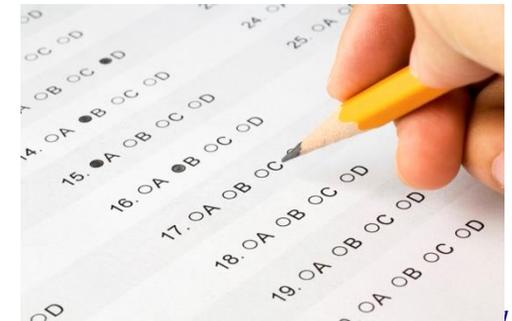
- ▶ A demonstration of what students can do in the real world with that they know
- ▶ that should be worth the time devoted to it:
 - Engaging
 - Age and level appropriate
 - Promote learning



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Why assess PERFORMANCE?

“...Students will demonstrate much more than how well they did on a test: They will know how well they can perform when **actual communication** is needed” (Sandrock, 2010, p.2).



STARTALK Lesson Planning Checklist

✓	Item
Stage 1	
	I have identified what I want students to be able to do (the learning targets) by the end of the lesson.
	I have determined what students need to know (vocabulary and structures) in order to reach the learning targets.
Stage 2	
	I know how students will show me that they have achieved the learning targets by the end of the lesson.
Stage 3	
	I have thought about various activities that could be used to achieve the learning targets.
	From the activities I have thought about, I have carefully chosen these activities because they hold the greatest promise for reaching the learning targets.
The activities I have selected do the following:	
	Give students a reason for needing and wanting to pay attention and being on-task
	Provide students with an authentic (real-world) purpose for using the language
	Make the learner—not the teacher—the active participant
	Engage <i>all</i> students as opposed to just one or two at a time
	Provide sufficient opportunities for input before expecting output
	Provide multiple, varied opportunities for students to hear new words and expressions in contexts that make meaning transparent
	Represent the best use of instructional time
	Take an appropriate amount of time considering the age of the learner
	Include enough variety to enable a lively pace for the lesson
	Vary in level of intensity and physical movement from one to the next

► Communication

- Standard 1.1: Interpersonal
- Standard 1.2: Interpretive
- Standard 1.3: Presentational



Performance assessment may involve one or more of the three modes of communication:

- ▶ Interpretive: comprehension (one-way)
- ▶ Interpersonal: exchange of information (two-way)
- ▶ Presentational: rehearsed (one-way)

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Examples of Interpretive tasks

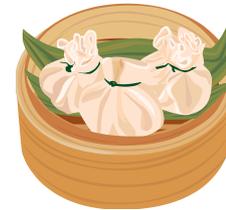
- ▶ Follow a route on a map
- ▶ Listen to/read passages and fill in graphs, charts, or forms
- ▶ Draw what is described
- ▶ Identify/Find specific information in reading passages



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Examples of Interpersonal Tasks

- ▶ Talk with a friend about family/activity
- ▶ Make a purchase
- ▶ Ask for directions
- ▶ Order food in a restaurant
- ▶ Discuss events of the day



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What are some of the interpersonal or interpretive communication activities that you do in class?

Examples of Presentational Tasks

- ▶ Leave a voice message
- ▶ Make a brochure or itinerary
- ▶ Write a newspaper article
- ▶ Present survey findings
- ▶ Make and share an agenda or plan



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Share with a different partner



What types of presentational activities do your students engage in?

Formative Assessment

Formative assessments may be developed **internally** for the specific needs of a program

OR

externally developed for multiple programs

- ▶ Standard protocol for observing and rating student performance in the target language

Both can provide

- ▶ Feedback to teacher/program, students, parents and other stakeholders

Classroom Observation Checklist Kit



The Center for Applied Linguistics applied for an Infrastructure grant to develop a formative assessment for K-5 STARTALK programs

Why?

- ▶ History of developing proficiency assessments for less commonly taught languages
- ▶ STARTALK Performance Assessment Training Program experience (since 2008)

***C**lassroom **O**bservation **C**hecklist **K**it*

A formative listening and oral performance assessment tool that

- ▶ Can be administered during classroom instruction
- ▶ Can be used to track student progress
- ▶ Can be used to inform instruction
- ▶ Can empower students/teachers/programs

CLOCK aligned with ACTFL Performance Guidelines and NCSSFL-ACTFL Can-Dos

Ask, Listen, Observe, Develop

1. Gather input from CAL assessment specialists and Chinese STARTALK programs
2. Observe local and regional K-5 Chinese Programs
3. Develop and get feedback on initial checklist formats
4. Develop a first draft of the full CLOCK

Review, Revise, Pilot, and Finalize



1. Review of the draft internally and externally
2. Revise CLOCK and send to STARTALK administrators and teachers of other STARTALK languages for feedback
3. Revise and pilot the CLOCK
4. Finalize CLOCK and send to STARTALK to post on website

CLOCK – Two Forms for STARTALK

CLOCK for Chinese K-5 Programs

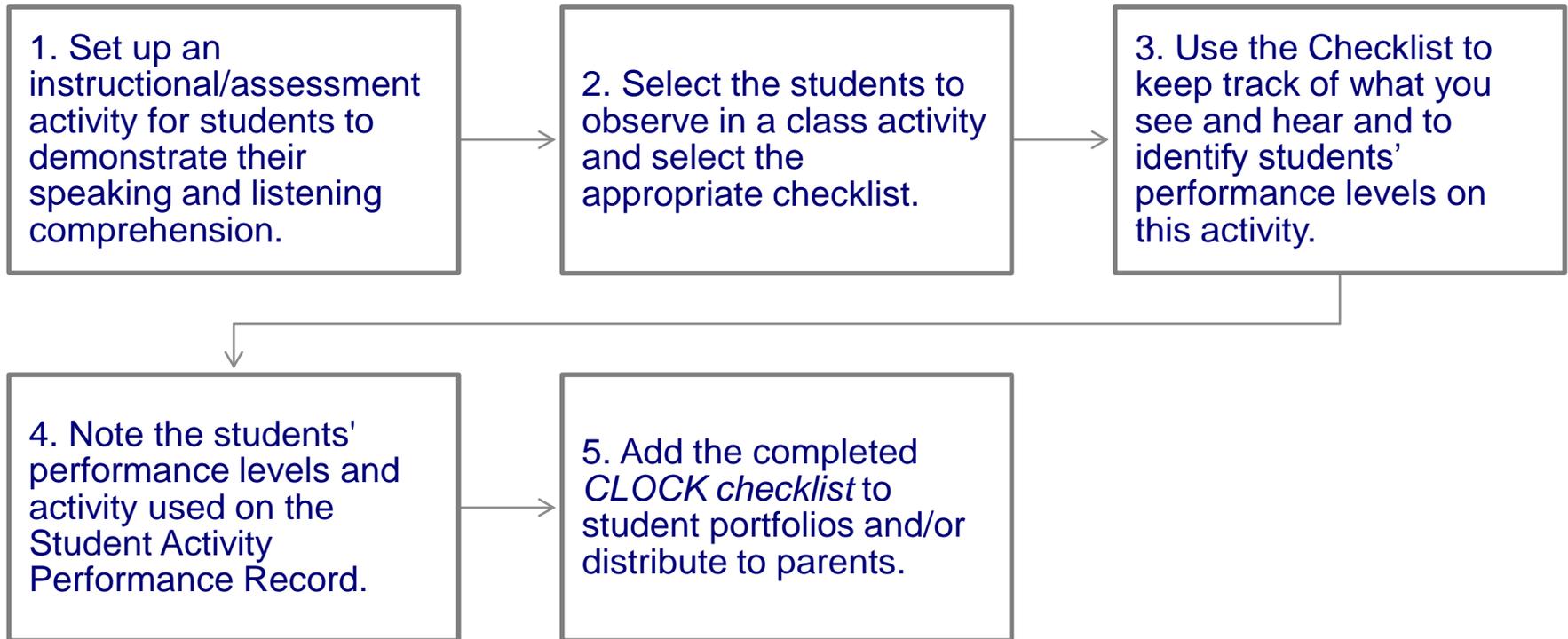
CLOCK for other K-5 Programs



CLOCK Components

- ▶ User Manual
- ▶ Sample Activities, Set-Up, and Completion
- ▶ Chinese Language Samples
- ▶ Sample Completed Checklists and Student Activity Performance Records
- ▶ Checklists and Student Activity Performance Records

How does the CLOCK work?



- ▶ Purpose of CLOCK
- ▶ Components of the CLOCK
- ▶ Applications of the CLOCK

CLOCK Components

1. Sample Activities, Set-Up, and Completion
2. Language Samples
3. Sample Completed Checklists and Student Activity Performance Records
4. Checklists and Student Activity Performance Records

<https://startalk.umd.edu/resources/cal/>



Sample Activities, Setup, and Completion

Sample Instructional/Assessment Activities

Instructional/ Assessment Activity	Format	Mode of Communication	Level of Language Proficiency	Description
Oral Interview ⁴	Individual and pairs	Interpersonal Speaking and Interpretive Listening	All levels	Oral interviews can be conducted with individuals or pairs. In a classroom setting, interviews can take the form of discussions or conversations with the teacher or a teaching assistant. A list of guiding questions or tasks should be prepared beforehand to guide the interviews.
Picture Cues or Story Retelling ⁴	Individual	Presentational Speaking	All levels	Picture cues and story books can be used to elicit individual student's presentational speaking.
Paired Conversation ²	Pairs	Interpersonal Speaking and Interpretive Listening	All levels, especially Intermediate and Advanced	Two students talk with each other and exchange information about a given topic. Teachers provide guidelines and topics for the pair to discuss.
Information Gap ¹	Pairs	Interpersonal Speaking/Interpretive Listening	All levels	Two students are each provided with slightly different information. They must then work collaboratively to "fill in the gaps" in the information that each of them has. This information may involve text, pictures, maps, or manipulative materials.
Oral Reports ⁴	Individual	Presentational Speaking	All levels	Students speak on a topic in front of others. Students may or may not refer to notes or cue cards that they have created. The content of the report

Language Sample - Mandy



COMPONENT 2 - LANGUAGE SAMPLES

Language Sample 3

Context: This sample is from a four-week STARTALK summer program. The students, who will be in grade 5 in the fall, had been in the summer program for almost four weeks. This activity was conducted two days before the end of the program.

Instructional/Assessment Activity: In this activity, the student, Mandy, was asked to do an “Oral Report” (see Component 1 for a description of this activity). The teacher instructed the student to prepare a brief introduction about herself and a baby panda, including name, age, nationality, family, favorite colors and food before the activity. The student could take some cue cards with her as reminders.

Performance Level: The student’s language, which includes both memorized and attempts at original sentences, is representative of a Novice High performance. Note that this a prepared presentation so the student had memorized most of this speech. Therefore the student’s language may appear more fluent and fluid that would be expected at Novice High.

Hello. My name is Mandy. I am 10 years old and I was born in the year of ram. I am American. There are four people in my family, daddy, mommy, little brother and me. I like green, yellow, and white. I don't like blue, brown, and purple. I like eating meat, bread, and rice. I don't like pork and vegetables. I like drinking tea and cola. I don't like drinking coffee and juice. I live in Central City, USA. I like drawing, running, reading books, and dancing. Panda is called “baobao,” and the panda is three years old. There are three people in Panda’s family: daddy, mommy and baobao. Panda is black and white. Panda likes eating bamboo. Panda’s home is in China.

Completed Checklist for Mandy

CLOCK Classroom Observation Checklist: Novice Sublevels**

Student Name: Mandy Grade: 5 Language: Chinese Topic: Introduction Activity: Oral Report Date: 6/17/14

Interpersonal or Presentational Speaking (circle one or both)		Interpretive Listening		
Performance Level	Fluency	Language Control	Vocabulary	Comprehension
	How does his/her use of Chinese flow?	How well does he/she use Chinese?	What kind of words does he/she know in Chinese?	How well does he/she understand Chinese?
 Novice High	<input type="checkbox"/> Uses some sentences or questions learned in class. <input type="checkbox"/> Answers some questions about things learned in class. <input type="checkbox"/> Sometimes generates some sentences or questions of his/her own. <input type="checkbox"/> Presents information using practiced phrases and simple sentences.	<input type="checkbox"/> Often uses words, phrases, sentences or questions learned in class correctly. <input type="checkbox"/> Sometimes uses own generated sentences. <input type="checkbox"/> Generated sentences or questions are occasionally correct.	<input type="checkbox"/> Uses familiar words related to what he/she is learning in class. <input type="checkbox"/> Uses native language when he/she does not know the words to say more about something in Chinese. <input type="checkbox"/> Presents information on familiar topics.	<input type="checkbox"/> Understands simple, familiar words, phrases, sentences, questions, and directions. Understands some new sentences and questions and follows some new* directions when teacher: <ul style="list-style-type: none"> <input type="checkbox"/> speaks slowly. <input type="checkbox"/> repeats the question. <input type="checkbox"/> uses pictures or gestures to help him/her understand.
	<input type="checkbox"/> Uses words he/she has heard a lot. <input type="checkbox"/> Uses short phrases practiced a lot. <input type="checkbox"/> Sometimes uses simple sentences practiced a lot. <input type="checkbox"/> Answers some simple, questions practiced a lot. <input type="checkbox"/> Presents information using variety of words, and memorized phrases and expressions.	<input type="checkbox"/> Uses words learned in class. <input type="checkbox"/> Sometimes uses phrases or sentences learned in class correctly.	<input type="checkbox"/> Uses some familiar words related to what he/she is learning in class. <input type="checkbox"/> Pauses and tries to find words in Chinese, but often uses words in his/her native language. <input type="checkbox"/> Presents information about self and some very familiar topics.	<input type="checkbox"/> Understands a few simple, very familiar words, phrases, sentences, questions, and directions. Usually understands when teacher: <ul style="list-style-type: none"> <input type="checkbox"/> speaks slowly. <input type="checkbox"/> repeats the question. <input type="checkbox"/> uses pictures or gestures to help him/her understand.
	<input type="checkbox"/> Uses a few words he/she practiced a lot. <input type="checkbox"/> Occasionally use a few short phrases he/she practices a lot. <input type="checkbox"/> Presents information using single words or memorized phrases.	<input type="checkbox"/> Sometimes uses words that he/she knows well. <input type="checkbox"/> Sometimes uses a few phrases he/she knows well.	<input type="checkbox"/> Uses a few words that he/she practices a lot. <input type="checkbox"/> Knows a few phrases that he/she practices a lot. <input type="checkbox"/> Use native language a lot. <input type="checkbox"/> Presents limited information about self and a few very familiar topics.	<input type="checkbox"/> Understands a few words/phrases that he/she practices a lot. Sometimes understands when teacher: <ul style="list-style-type: none"> <input type="checkbox"/> speaks slowly. <input type="checkbox"/> repeats the question. <input type="checkbox"/> uses pictures or gestures to help him/her understand.

Completed Checklist for Mandy page 2



CLOCK Classroom Observation Checklist: Novice Sublevels**

COMMENTS:

Mandy did a great job presenting herself and Panda! She also shared information about her likes and dislikes.

COMMUNICATION STRATEGIES AND LESSON-SPECIFIC CAN-DO STATEMENTS

Student Name: Mandy Grade: 5 Language: Chinese Topic: Introduction Activity: Oral Report Date: 6/17/14

Novice Level Communication Strategies (check all that apply)	Comments
<input type="checkbox"/> Repeats words, phrases, or sentences. <input checked="" type="checkbox"/> Uses gestures or facial expressions to help others understand. <input type="checkbox"/> Sometimes uses English. <input type="checkbox"/> Asks teacher or classmate to repeat what they said. <input type="checkbox"/> Lets teacher know when he/she does not understand. For presentational: <input type="checkbox"/> Slows down the pace of the presentation when sensing the audience is having difficulty understanding. <input type="checkbox"/> Repeats words, phrases, or sentences when sensing the audience is having difficulty understanding. <input checked="" type="checkbox"/> Other: Uses memorized sentence patterns.	Mandy smiled when she talked about her likes and frowned when she talked about her dislikes.
Lesson-Specific Can-Do Statements	
What can he/she talk about in Chinese? [Please paste in your lesson specific can-dos for interpersonal speaking here] --Can introduce self. --Can introduce others. --Can share information about likes and dislikes.	What can he/she understand in Chinese? [Please paste in your lesson specific can-dos for interpretive listening here]
Comments: Mandy was very comfortable presenting in front of her classmates. Great job!	Comments:

Completed Student Performance Record

School/Program: Contemporary Chinese School Language: Chinese Student Name: Mandy

INDIVIDUAL STUDENT ACTIVITY PERFORMANCE RECORD

Use this table to record results on multiple dates for one student. Directions: 1) write each student's name; 2) indicate activity participated in; 3) describe their fluency, language control, vocabulary and listening comprehension; and 4) write comments about each student's performance.

CLOCK Student Activity Performance Record						
Date	Activity	Fluency	Language Control	Vocabulary	Comprehension	Comments
6/10/14	Paired Conversation	<input type="checkbox"/> Sometimes uses simple sentences practiced a lot. <input type="checkbox"/> Answers some simple, questions practiced a lot.	<input type="checkbox"/> Sometimes uses own generated sentences. <input type="checkbox"/> Sometimes uses phrases or sentences learned in class correctly.	<input type="checkbox"/> Uses familiar words related to what he/she is learning in class.	<input type="checkbox"/> Understands a few simple, very familiar words, phrases, sentences, questions, and directions.	*We created this record just to illustrate how users can complete this form.
6/17/14	Debate	<input type="checkbox"/> Uses some sentences or questions learned in class. <input type="checkbox"/> Presents information using practiced phrases and simple sentences.	<input type="checkbox"/> Often uses words, phrases, sentences or questions learned in class correctly.	<input type="checkbox"/> Uses familiar words related to what he/she is learning in class. <input type="checkbox"/> Presents information on familiar topics.	N/A	Mandy did a great job presenting herself and Panda! She also shared information about her likes and dislikes.

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Sources of Inspiration

- ▶ CAL Assessments (SOPA, ELLOPA, TOM)
- ▶ ACTFL Performance Guidelines
- ▶ NCSSFL-ACTFL Can-Dos
- ▶ COPE/SOPA Rating Scale
- ▶ STARTALK Program administrators, teachers, and CLOCK project advisors

NCSSFL-ACTFL Can-Do Statements

- ▶ Used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication.

<https://startalk.umd.edu/resources/>

<http://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>

More reasons to Assess

The formative and summative data you collect may be used beyond the classroom for program:

- ▶ Advocacy
- ▶ Improvement
- ▶ Expansion

Reflection

- ▶ What have you learned today that may change the way you use assessment in your classroom?
- ▶ What have you learned today that may influence the way you teach?

Language Assessment Resources from CAL

- ▶ Foreign Language Assessment Directory (FLAD)
 - Funded by Department of Education #P017A050033
 - <http://www.cal.org/areas-of-impact/testing-assessment/world-languages-assessment>
 - Free, searchable directory
 - Over 200 tests in over 90 languages
 - Information about
 - Appropriate grade and proficiency levels of test
 - Skills targeted by test
 - Test developers

- ▶ Understanding Assessment: A Guide for Foreign Language Educators
 - Free companion tutorial to the FLAD
 - Discusses practical issues instructors face

Thank You!

- ▶ Questions?
- ▶ Comments?

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