

# Evaluating Language Performance

## Webinar 6.3

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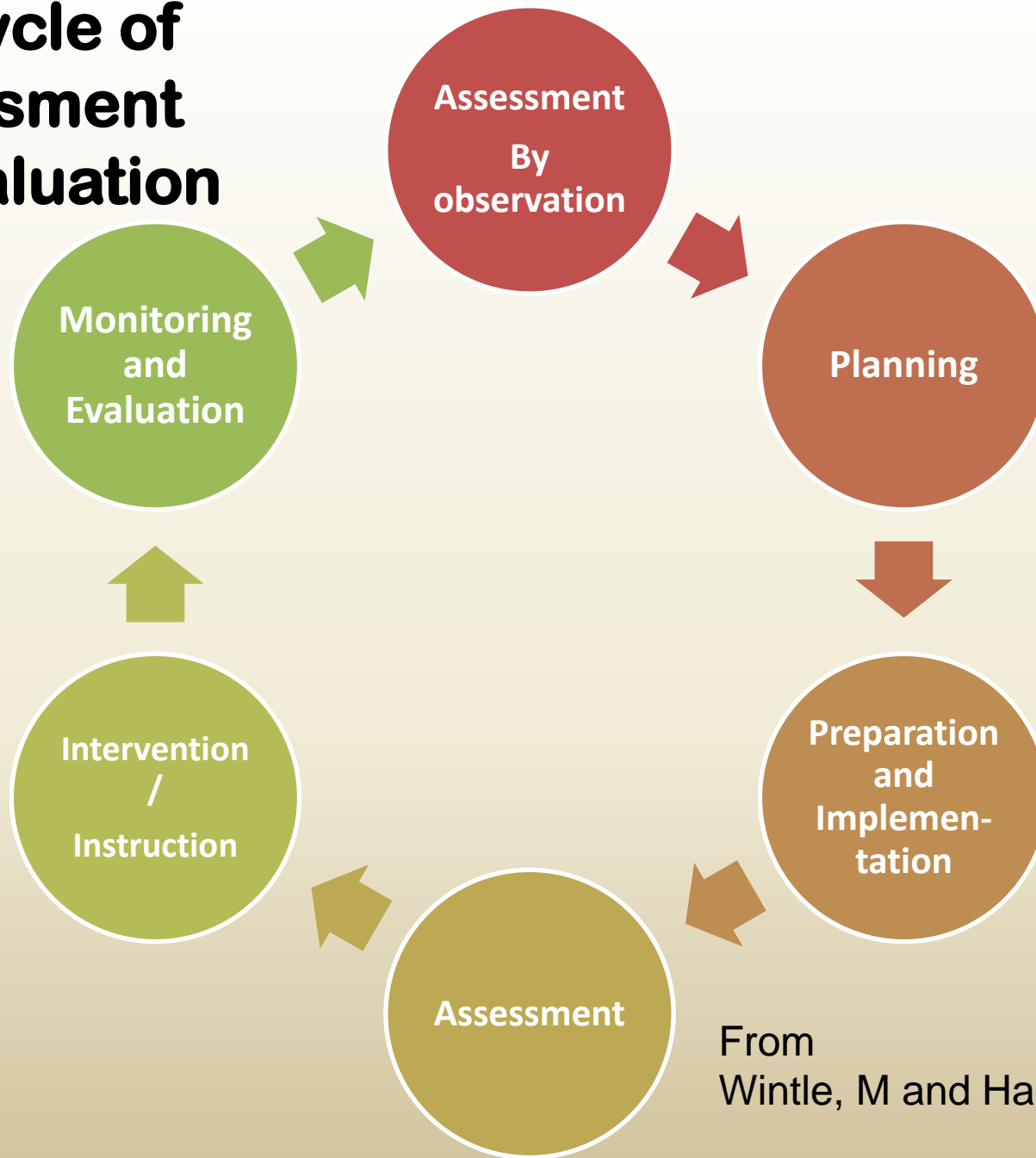
# Agenda

- Common terminology
- Classroom cycle of assessment and evaluation
- Using assessment to guide instruction
- Assessment tools
- Types of assessment items
- Record keeping practices
- Evaluating language performance

# Common Terminology

- **Assessment** is *finding out* what students know based on learning goals by gathering information
  - Teacher observation
    - Checklists /Rubrics
  - Quizzes
  - Group assessment – asking students what they can and cannot do
- **Evaluation** occurs when *value judgment* is passed on student performance
  - Marking
  - Grading/Ranking
  - Testing

# The Cycle of Assessment and Evaluation



From  
Wintle, M and Harrison, M. 1999

# Assessment



# Evaluation



POLL: How do you use evaluation in your class or school?

# Common Types of Assessment

Assessment	Description	Advantages
Oral Interview (Speaking)	Teacher asks students questions about the lesson or reading. Answers are documented.	Can be conducted over many days with each student. Observations can be recorded on an interview guide.
Story Retelling (Listening and Reading Comprehension and Speaking)	Students retell (orally or in writing) the main ideas of a story they have heard or read.	Can be easily scored – number of correct main ideas, details, sequence, etc. Can use a rubric or rating scale to score.
Constructed response items (Speaking and Writing)	Students respond orally or in writing to open-ended questions.	Teacher constructs questions from the lesson that was taught. Learned information produced and higher order thinking can be observed.



## Continued...

<p>Writing Samples (Writing)</p>	<p>Students write narrative, descriptive, persuasive or reference paper. Use a prompt to guide writing.</p>	<p>Students produce a written document for marking. You can observe their writing process over time. Specific guidance can be given to focus the writing.</p>
<p>Task-Based/Projects (Listening, Speaking, Reading , Writing and Collaboration.)</p>	<p>Students complete a task or project either on their own, in a pair or group.</p>	<p>Students make formal presentations of their project in the form of an oral presentation or written report. Score with a rubric or rating scale.</p>
<p>Experiment/Demonstration (Listening, Speaking, Reading , Writing and Collaboration.)</p>	<p>Students complete an experiment or demonstrate their use of materials as they make something.</p>	<p>Students show and tell what they did. Can observe oral, written and thinking products of the activity.</p>

Continued...

Teacher Observation (ALL Skills)	Teacher observes student attention, response to instructional materials or interactions with other students.	Setting is the classroom environment. Takes little time. Record observations with anecdotal notes or rating scales.
Portfolios (ALL Skills)	Focused collection of student work to show progress over time.	Integrates information from a number of sources. Gives an overall picture of learning. Strong student involvement and commitment. Requires some student self-assessment.

Poll: Which type of assessment are you least familiar with? Tick only one!

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Adapted from O'Malley, JM and Valdez Pierce, L. (1996) *Authentic Assessment of English Language Learners*. New York: Addison Wesley, p. 12



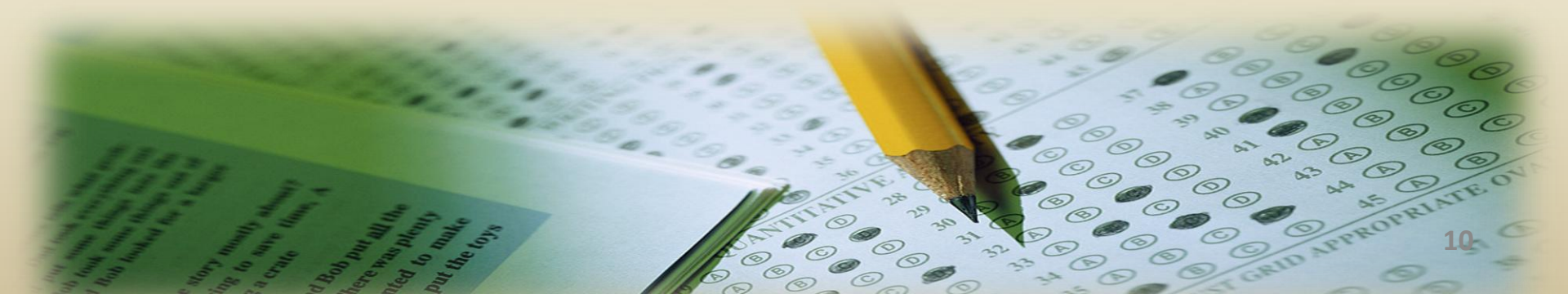
# Observing Reading Behavior in Young Learners

- Handling books-finding the title, author
- Pointing to pictures
- Recognizing letters and sounds
- Identifying the main idea after listening
- Comprehending the oral details.



# Preparing Assessments

- What do you want to find out? (Purpose)
- How will you gather the information?  
Response Format
- How many items? And what order?
  - Easy → Hard
  - Time (class length or take home)
  - Weighting
  - Marking (Fixed, appropriate, rubric)



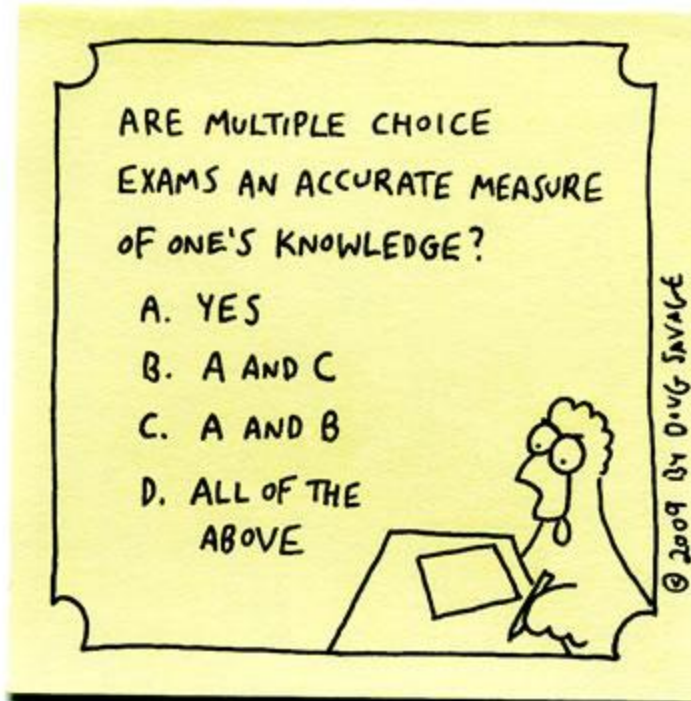
# Gap Filling or Completion Items

- Very common to assess **reading comprehension and receptive skills.**
- Three types of gap filling exercises are common:

- ***Multiple Choice/ Selected Response***
- ***Free completion***
- ***Cloze***

*Savage Chickens*

by Doug Savage



www.savagechickens.com

# Multiple Choice/Selected Response

- The student selects from a choice of 4 or 5 possible words to fill the gap in the sentence.
- Assesses student ability to **recognize** the right answer.

## Examples:

I \_\_\_\_\_ a race last week.

- a. have run
- b. did run
- c. ran
- d. will run

Restore: It has been restored.

- a. said again
- b. given to a different person
- c. given a different price
- d. made like new again.

# Free Completion

- Fill in the blank.
- Decision:
  - Exact word
  - Correct meaning/makes sense
- Application:
  - Reading: student looks back to find the correct word.
  - Listening: listen to the passage a 2nd time and write the correct word

What would the world be like without \_\_\_\_\_?  
People are destroying the rainforests.

Trees produce \_\_\_\_\_ and \_\_\_\_\_.





# CLOZE Procedure

- Every 5<sup>th</sup> word deleted:

Salim took the snake  
\_\_\_\_\_. But when he  
was \_\_\_\_\_ to hit it with  
\_\_\_\_\_ rock, the snake spoke  
\_\_\_\_\_ him. "Please don't kill  
\_\_\_\_\_." I'm the only son  
\_\_\_\_\_ the King of Snakes.  
\_\_\_\_\_ me back to my  
\_\_\_\_\_ palace and you will  
\_\_\_\_\_ a reward.



From the *Carpenter's Son* by Mohammed Reshad Wasa

## Cloze: Every 8th word deleted:

Salim took the snake outside. But when \_\_\_ was about to hit it with a \_\_\_\_\_, the snake spoke to him. "Please don't \_\_\_\_\_ me." I'm the only son of the King \_\_\_ Snakes. Take me back to my father's palace \_\_\_ you will receive a reward.

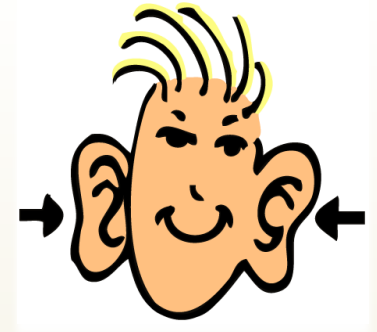
**POLL: Which one is harder - every 5<sup>th</sup> word or every 8<sup>th</sup> word deleted?**

Cloze as a Test:

- Reading is appropriate instructional level for students if 75% of responses are correct.
- Decision? - do you accept only the exact word or a word that makes sense?



# Listening Assessment



## Listen and Answer Questions

- Listen to:
  - Teacher or student read aloud
  - Media-DVD/CD/Radio/TV
- Ask comprehension questions:
  - Character, plot, setting, details
  - What happened before and after
  - Interpretation or telling what the author or a character is thinking

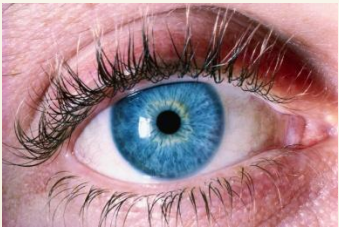
## Story Retell

- Students listen to a story
- Retell the story aloud
  - Individual students can retell the story **orally**. One student can start others can add on.
  - Individual or Groups of students can **write** the story as they remember it.
- Holistic Scoring
  - 1-5 Scale on accuracy and sequence
  - Rubric – describing specific features that you are assessing

# Matching

## Picture and Word:

He has a nicely shaped **eyebrow**.



## Word Groups:

eyes, ears, nose, \_\_\_\_\_  
desert, valley, hill, plains, \_\_\_\_\_

## Opposites:

What's the opposite of **now**?

- Always
- Never
- Then
- Soon

## Synonyms in Columns:

- |                |            |
|----------------|------------|
| ___ blow up    | 1. discard |
| ___ throw away | 2. omit    |
| ___ look like  | 3. explode |
| ___ leave out  | 4. explode |

## Sentence Parts:

- |                |               |
|----------------|---------------|
| He jumped      | over the log. |
| She rolled     | the floor.    |
| The apple fell | the ball.     |
| You slid       | off the rock. |
| They cleaned   | off the tree. |

# Writing/Composition

- The Task
  - Prompts
    - Personal or academic
    - Choice of prompts
    - Respond to a reading passage or picture
    - Problem solving
- Scoring
  - Designing a rating scale or rubric
    - Holistic or separate skills
    - Consistency of scoring



**Poll: When you assess student writing, how do you score it? Examples**

# Task Based, Demonstration and Experiments

## Characteristics

- Performance Based
- Communicative Approach
- Demonstrates learning
- Realist tasks that are usable in daily life.
- Teacher defined scoring criteria
- Can use real life props
- Teachers observe students while performing the assessment.

## Sample Assessments:

- Describe and demonstrate how to fold paper into a paper airplane.
- Listen to the weather or news report tonight on TV/Radio, be prepared to tell the class the next morning.
- Here is a job advertisement. Write a letter of application responding .

# Record Keeping



- Class Attendance Register
- Checklists of observable behaviors

Student's Name	Responds to oral commands	Can write first and surname	Can say the letters in name	Can greet people
Tibo	0	2/3/2012		4/9/2012
Rose	1/2/2012			
Mahmood	0	3/3/2012	3/5/2012	

- Index cards on a Ring
  - Student name
  - Notes on observations and dates



- Rubrics

- Graduated progression of learning
- Performance Indicators

<b>Student Name</b>	<b>1 Labels Objects in Picture</b>	<b>2 Writes a string of words</b>	<b>3 Writes 2 sentences or less.</b>	<b>4 Writes 3 sentences or more.</b>	<b>5 Writes coherent paragraph</b>
Joe	X	X			
Sally		X			
Sean		X	5/5/2012		

- Progress Folders, Notebooks or Portfolios

- Best samples of student work
- Year long progress for students, parents, admin

# Evaluation

- Rooted in the curriculum, syllabus or standards
- Interpretation of assessment data
- Judgment on the quality of the product or performance
- Based on multiple assessments or sources of information





# Evaluating Language Performance

## Webinar 6.3

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[www.shapingenglish.ning.com](http://www.shapingenglish.ning.com)

Download the Materials (readings and videos):

<http://shapingenglish.ning.com/page/webinar-6-3-evaluating-language-performance>

