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Introductory section

The role of assessment in foreign language classes

Assessment, whether summative or formative, is undoubtedly a helpful instrument for students, teachers, parents, and the community. Assessment promotes, assists, and enhances students’ learning. Assessment informs how teaching and learning is occurring. Assessment, also, provides data about the progress and achievement of one student or groups of students to other teachers, parents, and communities. For example, summative assessments sum up or check what foreign language students have been learning at the end of a particular unit or level. On the other hand, formative assessments support teaching practices and help students to learn. Thus, assessment plays very important roles in foreign language education in supporting and improving teaching experience and supporting the learning process and student motivation.

Being more specific, some assessment roles are:

1. To give feedback to students: this is probably the most useful component for students.
2. To measure the proficiency level of the foreign language student in terms of speaking, writing, listening, and reading in real-world situations.
3. To provide the mechanism for students to demonstrate their understandings and skills related to the content standards.
4. To identify areas of weaknesses and strengths that students may have in the target language and help them to overcome those difficulties by realizing what they need to do in order to improve.
5. To help measure achievement on specific objectives.
6. To help teachers reflect on their teaching approaches.

7. To revise lesson plans and deliveries.

As I stated before, assessment is a vital component of the teaching-learning experience, but to accomplish its multiple roles, it must be appropriately designed. Hence, foreign language teachers must have a lot of professional sensitivity and competence when designing an assessment.

**Working definition/understanding of assessment**

According to the authors of *Language Assessment: Principles and Classroom Practices*, assessment is an ongoing practice that covers a vast variety of methodological techniques (Brown & Abeywickrama, 2010). I feel that when I am a teacher I should provide a wide-range of well-balanced formative and summative assessments as well as well-balanced traditional and non-traditional assessments, so that students can show what they are learning to the best of their abilities. To help me know how well my students are progressing and how well I am teaching, I will assess my students formally and informally. For example, after completing a certain unit on Spanish subjunctives, I might assess my students in a formal way because I want to know how well the students have learned what was taught. So I might give the students a test in which they can read and answer questions, fill in the blank, and write a brief paragraph using the concept that they have learned. On the other hand, I might assess my students in an informal way by promoting discussions where students can use the concepts that I have taught, by giving them homework, journals, reading logs, etc. These assessments will help me identify how my students are forming their skills, and what improvement efforts are needed in order to create a continuous improvement in my teaching skills.
Essay on Assessment in Foreign Language classes: My views

Even though assessment has always been a continuous and widespread tool in education, I never thought about its multiple roles. So, I feel that going over and understanding this aspect of teaching, it helped me to become a better high school Spanish teacher. FL 396 offered me a comprehensive view on assessment in foreign language education. So, in this essay first, I will talk about the most significant things I learned during this semester about assessment. Next, I will discuss how my views about assessment changed and what assessment topics are of most interest to me. Finally, I will talk about what I plan to do in my future classes regarding assessment.

One of the most important aspects I learned about assessment is that we, foreign language teachers, should assess our students summative and formatively. The rational behind both types of assessments is that they will help me to realize if there are problems in my classroom. In other words, assessment can help provide feedback to my students, to measure my students’ progress, and to enhance my teaching abilities. For example, formative assessment—daily assessment—such as homework and informal classroom participation can help me to revise and contextualize materials, place students into appropriate levels, and challenge and motivate students’ attitudes to learn.

A second important issue that FL 396 helped me to realize was that as a language teacher, I must justify the use, the purpose and the objectives of a language assessment. However, to understand those issues, it was very important for me to review and understand, first, the five major principles behind language assessment—practicality, reliability, validity, authenticity, and washback. According to Brown and Abeywickrama, authors of Language Assessment: Principle and Classroom Practices, a
practical test is one that stays within budget limits, is completed by the students within the right time, has clear directions for administration, correctly uses available human resources, does not exceed existing material resources, and considers the time and effort involved for both design and scoring (Brown & Abeywickrama, 2010). A reliable test is one that is consistent and dependable, gives clear directions for scoring and evaluation, has uniform rubrics for scoring and evaluation, the scorer can realize that the test is consistent with the rubric, and has questions that are unambiguous for the students (Brown & Abeywickrama, 2010). A valid test is one that measures exactly what it is suppose to measure, relies on observed evidence, involves performance that samples the test’s objectives, offers meaningful information about a test-taker’s ability, and is supported by a theoretical rational (Brown & Abeywickrama, 2010). An authentic test reflects natural language, has contextualized items, includes relevant topics to the test-taker, provides some thematic organizations such as story lines, and offer tasks that imitate real-world situations (Brown & Abeywickrama, 2010). A test that provides beneficial washback can tell positively what and how teachers teach and learners learn, helps learners to prepare better for the next assignment or test, and gives learners feedback to enhance their language skills (Brown & Abeywickrama, 2010).

One concept linked to validity is “biased for best”. This is a strategy that teachers can use to bring forth a better student performance (Swain, 1984). As a teacher I think I will use “biased for best” to help my students to bring out the best in their performance and to help them to feel confident and relaxed when testing. Some of the strategies I will use are as follows: I will discuss with the students what to expect, I will do games that reflect the ways I will ask questions on the actual test, and give tips to manage time.
The third important issue I learned concerning assessment was how to prepare and
design an assessment through listening, speaking, reading, and writing and how to take
these into consideration for appropriate test items. For example, when I created a
traditional test for my summative section, I was able to apply what I learned about
indicators or measures related to tests such as item discrimination and distractor
efficiency.

Before taking this class, my point of view about assessment was very narrow.
Assessment, to me, was just a test, especially a high-stakes state test. Today I have a
broader scope and better understanding of assessment. Now I know that all assessments
have some purpose, whether to diagnose a learning ability, to identify a student who
needs remediation, or to determine whether a school district has met its goals. The
importance of changing my views about assessment is that now I also realize that is
possible to modify tests or assessments to assess the performance of my students, taking
into consideration their different intelligences and educational backgrounds.

Throughout FL 396 I found that there are a lot of topics about assessment that
interest me such as the preparation and creation of items used in tests, how standards-
based assessments can have both favorable and unfavorable consequences, and the
importance of scoring, grading, and giving feedback. However, a topic that I found
extremely interesting and helpful was that of non-traditional assessment. Knowing that I
will have many options to measure and assess my students' performance and skills, gives
me a more humanistic vision on assessment. Although I understand that non-traditional
assessment can be much more subjective, I think it is much more valuable for teachers
and students, because the tasks used in non-traditional assessment includes the imitation
of real-world situations and other authentic tasks. Thus, through non-traditional assessment I will be assessing my students in a more realistic and meaningful way.

As a future Spanish teacher, regarding assessment, I will definitely use both traditional and performance-based assessment. However, because this class shifted the way I view assessment, it has become a goal for me to use more non-traditional assessments in my future classroom than traditional assessment. I feel that there are many advantages of assessing my students through non-traditional assessments, but the most significant is that they will contribute more to enhance my students’ writing, reading, listening, and speaking skills in Spanish than any other traditional assessment. Some of the assessments I will include on my curricula are: portfolios, journals, essays, and media projects, where my students will be able to combine their knowledge while using technology and media when they are being assessed.

As a Spanish teacher, it is very important for me to understand how assessment can enhance my students’ educational experiences and learning development, as well as my teaching skills. This understanding will enable me to create and use curricula, which will support my students’ different learning styles and personal growths. To be successful in my field, I will need to continue my study and research in the area of assessment. Thus, I also have goals I want to work toward achieving in my first year to become a better teacher. One of my primary goals will be recognizing the differences I will encounter from each student as he or she goes through the learning process. One way I will achieve this goal is by assessing them formatively in the classroom everyday. A second goal I have is to support minority groups in my classroom. I will do that by learning more about my students’ backgrounds, interests, and learning styles, so that I can create assessments
that are reliable and consistent with their abilities. My third goal is to be able to teach
and meet the needs of gifted students. I will do this by creating assessments at a
challenging level so these students can deepen their knowledge of Spanish. And finally,
the most important goal for me will be to incorporate the use technology and media more
in my assessment activities to encourage and promote active learning.
Summative assessment

Definition of summative assessment

Summative assessments are those that are given at a point in time, such as at the end of a unit or at the end of a course, to quantify the performance of the students’ success in relation with the foreign language standards. These assessments are given after learning has supposedly taken place. The results of these assessments have a variety of uses. They are used to report the academic proficiency of students in both, the community and the state. They are used to assist school districts and the Department of Education. Their functions are very important for teachers and administrators in making decisions about the effectiveness of the curriculum that is being used. Additionally, summative assessments can help foreign language teachers to improve their teaching abilities and to gather information about the students’ abilities, progress and overall development in the language. For students and parents, summative assessments help to make personal decisions and set their own goals. By conducting a variety of forms of summative assessment, foreign language teachers can have a good understanding of where their students are in the learning process. In the following section I will provide three examples of summative assessment.
Artifact #1 – Unit “Recordar es vivir”

- **Description:** This is a cumulative test created with the purpose to assess the use of the imperfect indicative of regular verbs, imperfect of *ir* and *ver*, imperfect of *ser* and *haber* in a Spanish II course. Also the test is intended to assess the use of the preterit. This test is designed to measure students’ skills in listening, reading comprehension, writing, and grammatical concepts. For example, the first segment of the test focuses in the listening skills, where students have to match a picture with a description given in a CD. The second segment is aimed to reading comprehension, where students have to read a dialog an answer true or false questions. And the third segment is aimed to measure writing, vocabulary, and grammatical concepts.

- **Rationale:** This test is classified as a summative assessment because it gathers information from an entire unit, while taking into consideration the state standards. This test is intended to measure and report the students’ achievement. On the other hand, this test can help the students and the teacher to realize what actions are needed to take in order to improve students’ learning experiences.

- **Reflection:** I agree with the experts and Dr. Luke, my FL 396 teacher, that is very difficult to create a test that has an only one correct answer, that has the most suitable items for a particular unit, that at same time needs to be as simple and clear as possible, and that support state foreign language standards. I think I create a test that help to collect information about the students language abilities and what decision the students need to consider to improve their performance and what I need to do to improve my teaching skills. However, I would like to
improve in creating less traditional tests without losing the benefits of traditional assessments.

• **Indiana Standards**
  
  o WL.MAK.1 2007 - Communication: Write and speak in a language other than English
  o WL.MAK.1.2 2007 Students recognize and state basic personal information.
  o WL.MAK.2.1 2007 Students demonstrate comprehension of oral or visual cues verbally and/or non-verbally.
  o WL.MAK.4.1 2007 Students recognize basic routine practices of the target cultures.
  o WL.MAK.7.2 2007 Students recognize and use authentic simple forms of address in everyday situations.
Summative Assessment #1
Unit “Recordar es vivir”

Nombre__________________________ Fecha____________

LISTENING

I-a. Escucha a Patricia y su tía Consuelo hablar. La tía Consuelo habla sobre lo que a ella le gustaba hacer cuando ella era jovencita. Basado en lo que ellas están hablando, decide si los siguientes enunciados son (V) verdadero-true o (F) falso-false. (8 puntos)

1. La tía Consuelo le gustaban las fiestas.
2. La tía Consuelo era muy estudiosa.
3. La tía Consuelo se aburrió de aprender a tocar guitarra.
4. La tía Consuelo se quiere cambiar de casa.

I-b. Mira las fotos de la familia de María y José. Escucha lo que ellos están diciendo sobre lo que hacían cuando eran niños. Luego asocia (match) cada uno de los enunciados (statements) con las fotografías que están debajo. Pay close attention, one picture do NOT match with any statement. (8 puntos)

5. 
6. 
7. 
8. 

A  B  C  D  E

READING

II. Victoria está describiendo cómo su familia y otros vecinos ayudaron a la comunidad. Lee esta historia y escoge la mejor respuesta para completar la oración. (12 puntos)
Recuerdo la noche del incendio del rancho. Estaban todos dormidos cuando de repente se oyeron golpes y gritos en la puerta. Eran los hombres que venían a decirle a mi padre que había fuego en el monte. Nosotros nos vestimos a la carrera y nos fuimos corriendo al monte. Una vez frente al fuego, todos formamos una línea y así empezamos la pelea contra el fuego, que duró hasta el día siguiente. Agarramos ramas verdes de árboles para azotar el fuego y así impedir que avanzara. Nosotros logramos apagar el fuego, y salvar el ganado.

9. La familia de Victoria estaba ______ antes que se oyeran los golpes.
   a. comiendo    b. durmiendo    c. bailando

10. Los hombres vinieron a decir que había ________.
    a. un fuego    b. Una fiesta    c. mucho calor.

11. La familia se vistió y _______ hacia el monte.
    a. corrió      b. nadó        c. caminó

12. Victoria y su familia _______ al ganado.
    a. no lograron salvar  b. lograron vencer  c. lograron salvar

CULTURE

III. El tango es un baile argentino y universal. Lee este párrafo sobre el tango, luego decide si los siguientes enunciados son (V) verdadero o (F) falso (false). (12 puntos)

El tango es una manifestación cultural que abarca (comprises) música, baile, canción y poesía por lo que atrae a mucha gente. El tango nació en Buenos Aires, Argentina, a finales del siglo XIX. El tango primero fue interpretado sólo con acompañamiento de violín, flauta y guitarra, pero más tarde integró un mítico (mythical) instrumento llamado bandoneón. El tango llegó a todas partes del mundo. Se puso de moda en Italia y en París y también se hizo muy popular en los Estados Unidos.

14. El tango fue primero acompañado con violín, flauta y bandoneón.
15. El tango abarca música, baile, canción y poesía.
16. Esta manifestación cultural ganó popularidad en los Estados Unidos e Italia.

GRAMMAR

IV-a. ¿Pretérito o Imperfecto? Escriba la forma correcta del verbo entre paréntesis. (8 puntos)

a. En el pueblo donde yo (vivir) (17.) ______ , había un niño pequeñito que (llamarse) (18.) ______ Pepito.
b. Su mamá lo (querer) (19.) ______ mucho y lo (tratar) (20.) ______ con mucho amor.
c. Ella no le (permitir) (21.) ______ ir a la tienda sólo porque (tener) (22.) ______ miedo de que le pasara algo.
d. Pero un día le (dar) (23.) ______ permiso de ir.
e. El niño (estar) (24.) ______ contentísimo.

IV-b. Pretérito. Escriba la forma correcta del verbo entre paréntesis. (8 puntos)
a. Yo (pasar) (25.) ______ las fiestas de Navidad en casa de mis tíos en la capital de El Salvador.
b. Ellos (seguir) (26.) ______ siempre las costumbres de los abuelos y yo (divertirse) (27.) ______ mucho con los primos y amigos de allá.
c. Mis primos me (dar) (28.) ______ muchos regalos que yo les (traer) (29.) ______ a mis padres al volver a casa.
d. La celebración de la Noche Buena (ser) (30.) _______ inolvidable.
e. La celebración de la Noche Buena (ser) (31.) ______ inolvidable. Todos nosotros (compartir) (32.) ______ la alegría típica de esa época del año.

VOCABULARY

V-a. Asocia las siguientes oraciones que aparecen debajo del cuadro con la fotografía que más se relaciona. (10 puntos)

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Image 92x197 to 162x264]</td>
<td>[Image 179x195 to 251x270]</td>
<td>[Image 266x198 to 326x276]</td>
<td>[Image 351x197 to 430x272]</td>
<td>[Image 444x190 to 522x270]</td>
</tr>
</tbody>
</table>

_____ 33. En los veranos, yo iba a la playa.
_____ 34. Mis hermanos y yo jugábamos en el parque todos los días.
_____ 35. Me fascinaban los cuentos que mi abuelo me leía.
_____ 36. Odiaba estudiar historia, prefería la clase de ciencia.
37. De niña, me encantaba jugar al tenis.

V-b. ¿Qué hicieron? Combina las frases de cada columna para decir lo que hicieron las siguientes personas. **(10 puntos)**

38. Antonia  
   jugaba en el parque.

39. Ellos       
   íbamos al cine los domingos por las tardes.

40. Mi novia y yo
   empezabas las clases a las ocho de la mañana.

41. Tú          
   siempre pagaban la cuenta en el restaurante.

42. Ustedes     
   hacían deportes antes de ir a trabajar.

**WRITING**

VI. Responde las siguientes preguntas usando oraciones completas. **(15 puntos)**

43. ¿Cuáles travesuras hacías cuando tenías cinco años?
   ____________________________________________________________
   ____________________________________________________________

44. ¿Qué querías ser de niño/a?
   ____________________________________________________________

45. ¿Cuál era tu deporte favorito cuando tenías 12 años?
   ____________________________________________________________

46. ¿Qué hacías con tus amigos cuando iban al parque?
   ____________________________________________________________

47. ¿Cómo te sentiste cuando comenzaste el 6to. grado?
   ____________________________________________________________

48. ¿Qué hicieron Uds. cuando fueron a la playa?
   ____________________________________________________________

49. ¿Dónde trabajaba tu abuelo cuando eras chico/a?
   ___________________________________________________________________

50. Escribe un breve párrafo describiendo un hecho (event) importante que haya ocurrido en tu vida. Describe dónde ocurrió, qué pasó, cuál fue tu primera reacción y qué piensas de ese hecho ahora que han pasado los años. **(9 puntos)**
Artifact #2 – Unit “Recordar es vivir”

- **Description**: This summative assessment is aiming to assess the ability of the students to write a composition using the preterit and the imperfect indicative. The purpose of this writing assessment is to explain, clarify, or provide the reader with information. For this assignment the students are asked, before beginning writing, to think about an especial event and why they were impressed with that experience. In order to score this assessment, I created a four-point scoring rubric.

- **Rationale**: I classified this alternative assessment as a summative assessment because the students will be measured on all the material learned in an entire unit. This assessment is intended to measure students’ achievement, while keeping the state standards requirement.

- **Reflection**: I think the purpose of this assignment is very good because it gives freedom to the students to use their knowledge, while writing about their own experiences. I feel that this kind of assessment is more flexible than a paper-pencil test for the students and the teacher. For example, students with this assessment no only can demonstrate their knowledge, but also their creativity when writing and telling a story. In addition of that, this assignment a great tool to measure students how well students understand when and how to use Spanish preterit and the imperfect.

- **Indiana Standards**
  - WL.MAK.1 2007 - Communication: Write and speak in a language other than English
  - WL.MAK.1.2 2007 Students recognize and state basic personal information.
  - WL.MAK.7.2 2007 Students recognize and use authentic simple forms of address in everyday situations.
Summative Assessment #2
Unit “Recordar es vivir”

Writing assignment
Cuéntame qué pasó y cómo pasó. Writing Situation: There are many reasons for people to celebrate. People celebrate some events every year, while other celebrations take place for special occasions.

Directions for Writing: Before you begin writing, think about your favorite celebration and why you enjoy it the most. Write an essay of at least 250 words describing that important event that happened to you in the past. Please, make sure to include a title, an introduction with your thesis statement, also in the body of your essay, give as most details as possible, and don’t forget your conclusion.

Written Assignment Rubric

<table>
<thead>
<tr>
<th>Categories</th>
<th>(4) Proficient</th>
<th>(3) Prepared</th>
<th>(2) Progressing</th>
<th>(1) Potential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis and focus</td>
<td>The writing is strong. Show a high degree of proficiency in response to the assignment, but have a few errors. The main idea is clear and the examples are appropriate.</td>
<td>The writing is limited. It demonstrates some degree of proficiency, but the main idea is imprecise, as well as the examples.</td>
<td>The writing is inconsistent. It demonstrates limited proficiency in response to the assignment. Lacks of main idea, the examples are vague.</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>The essay has a clear sense of logical order and stick to the thesis at all times. Transitions are varied, the structure clarifies the topic, and the title is engaging.</td>
<td>The essay’s organization is sometimes choppy. Transitions rely just in “y”, structure works, and title, though simple, works.</td>
<td>The essay lacks on organizational strategies, and logic. Transitions are not present, structure is random, and title is missing.</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Clearly displays facility in the use of language</td>
<td>Displays facility in the use of language</td>
<td>Limited or inappropriate word choice.</td>
<td>Serious errors in word choice.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Follow the conventions of usage, punctuation, and spelling in her/his writing according to the expectations for the chosen assignment.</td>
<td>Generally, the spelling, punctuation, and capitalization are accurate.</td>
<td>Somewhat inaccurate spelling, punctuation, and capitalization.</td>
<td>Serious errors in spelling, punctuation, and capitalization.</td>
</tr>
<tr>
<td>Syntax</td>
<td>Demonstrates syntactic variety.</td>
<td>Exhibit knowledge of varied sentence constructions.</td>
<td>Exhibit competency with language use, but sentence constructions may be limited or repetitive.</td>
<td>Exhibit inadequate use of basic sentence structures.</td>
</tr>
</tbody>
</table>
Description: For this assignment, the students are asked to give a 4 - 6 minute oral presentation. The use of posters, PowerPoint or other visual aids are allowed, but not required. The requirements for this assignment are to prepare an oral presentation that incorporates the main concepts that has been taught in this unit—Spanish imperfect and preterit tenses—to give a description of self and others, and narrate and describe events using the imperfect and preterit tenses. Also, they must then answer questions from their classmates and the teacher. The main objective for this assignment is to assess student’s speaking ability in Spanish.

Rationale: This activity is part of a cumulative- summative assessment for this unit because the students are asked to demonstrate their understanding of the concepts they has learned by applying the main points of the unit in their presentations. Students will present their presentation on the last weeks of the unit. Students will be graded based on their on speaking skills by showing accuracy as well as their clarity on their presentation.

Reflection: Although it can be intimidating to present in front of the class, oral assessments have been shown to improve student conceptual understanding and student grades. Also, this type of assignment gives freedom to the students to use their knowledge, while they recall their own experiences and it also helps students learn from each other during this exercise. In addition, for those students that are not good test-takers, this kind of assessment helps them to combine the basic skills of what they have been learning with other skills. For example, students
with this assessment no only can demonstrate their speaking skills, but also their
nonverbal communication such as gesture, facial expression, and eye contact. By
me using oral assessments, I can also realized how students a topic and see
firsthand the power of active learning.

• **Indiana Standards**

  o WL.MAK.3 2007 - Communication: Present information in a language other than
    English. Learners present to an audience of listeners or readers on a variety of
    topics. (Presentational)

  o WL.MAK.1 2007 - Communication: Write and speak in a language other than
    English WL.MAK.1.2 2007 Students recognize and state basic personal
    information.

  o WL.MAK.7.2 2007 Students recognize and use authentic simple forms of
    address in everyday situations.
Summative Assessment #3  
Unit “Recordar es vivir”

Spanish II Oral presentation

**Cuéntame de ti.** The objectives for this exercise are to assess the students’ speaking ability when giving a description of self and others using, while using the imperfect and preterit tenses and narrate and describe meaningful events for them.

**Situation and directions for the oral presentation:** You are to tell a personal story that is easy to follow. Select an appropriate topic—the story should be meaningful to you and approved by the teacher—and include an extended description of yourself and your family, friends, and/or classmates (include phone number, age, physical description, personality, things that you like or dislike). You are to narrate and describe events using the imperfect and preterit tenses. You are to answer questions from your classmates and the teacher. Guidelines: It will be a brief oral presentation—4 - 6 minutes long. You can bring only ONE note card, however presentational aid is allowed.

**Oral Presentation Rubric**

<table>
<thead>
<tr>
<th>Categories</th>
<th>(4) Perfect</th>
<th>(3) Prepared</th>
<th>(2) Progressing</th>
<th>(1) Potential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis and Organization</td>
<td>Presentation includes all elements previously determined by the teacher. Major ideas are summarized and supported with relevant examples, facts, and opinions.</td>
<td>Presentation includes all elements previously determined by the teacher. The topic and content are clear. The ideas are too broad. The examples support the main topic.</td>
<td>The topic is presented partially as expected and uses imperfect and preterit tenses occasionally. Major ideas are inexact and the examples are imprecise.</td>
<td>The topic is not stated very well and uses tenses insufficiently. Major ideas are unclear and the examples are weak or not presented.</td>
</tr>
<tr>
<td>Delivery</td>
<td>Holds listeners’ attention, by doing eye contact with all the audience. Appropriate level of pronunciation for education and expertise. The volume of the voice varies.</td>
<td>Holds listeners’ attention, by doing eye contact with all the audience. The variation of the volume is good and mispronunciation does not interfere with the discourse.</td>
<td>Occasionally lose eye contact with audience, getting limited attention from the audience. The volume is weak and pronunciation is moderately inaccurate.</td>
<td>The student shows lack of interest. The volume is very low, pauses and/or silences are long, proving an uncomfortable situation for the speaker and for the audience.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Clearly displays facility in the use of language, does not rely on English.</td>
<td>Displays facility in the use of the Spanish language, barely relies in English.</td>
<td>Demonstrates adequate facility in the use of language; occasionally relies on English.</td>
<td>Limited or inappropriate word choice. Relies on English frequently.</td>
</tr>
<tr>
<td>Length</td>
<td>Appropriate length, allowing time for audience to think and respond.</td>
<td>Time is appropriately used, but may run slightly over or under allotted time, so audience might have no time to ask questions or provide responses.</td>
<td>The presentation is appropriate, although too lengthily, so audience do no have time to ask questions or provide responses.</td>
<td>Time is not appropriately used and speaker does not involve the audience.</td>
</tr>
<tr>
<td>Task completion</td>
<td>Completion of the task is excellent. The content is suitable.</td>
<td>Completion of the task is good. The content is correct.</td>
<td>Completion of the task is limited. The content is correct.</td>
<td>Completion of the task is insignificant. The content is irrelevant.</td>
</tr>
</tbody>
</table>
Formative assessment

**Definition of formative assessment**

Teachers use formative assessments to evaluate how students are forming their skills, understanding new materials, and grasping new concepts. Also, teachers utilize this type assessment to help themselves to modify their teaching styles and learning activities to improve students’ abilities, hence achievement.

Formative assessments are the type of assessments used everyday and at all time to detect small problems before they grow and to provide immediately feedback to the students. These practices can be done by presenting, revising, contextualizing, and scaffolding new material, also by guiding students’ learning. Formative assessments can include a range of formal and informal assessment procedures. Formal formative assessments are those that are planned and graded, while informal formative assessment are more incidental and unplanned such as comments, responses, and spontaneous feedback to the student. Other examples of formative assessments are oral participation in class, exit slips, journals, and homework.
Artifact #1 – Unit “Recordar es vivir”

- **Description**: This is formal formative assessment of four phases, where the students are asked to create a diorama of an altar (ofrenda) with symbolic offerings of a chosen person that they feel can inspire them. In order to do that students are asked to do an Internet research and answer basic questions relating to the celebration of the Day of the Dead. Also, students are asked to write a paragraph that includes biographical information about this person and explain why they chose the different offerings/symbols included in the altar. The last phase of this assignment will be a brief oral presentation of their artifact.

- **Rationale**: This is a formal-formative assessment because this is a planned assignment that will be graded upon completion. This is a formative assessment because allows the teacher to assess students’ language level at any time through the entire process of the assignment. The main role of this assessment is to show the processes of learning in which the students have engaged. On the other hand, this assignment helps students to contextualize the use of the imperfect and the preterit, while learning about an important celebration within the Hispanic culture. Also, with this assignment students are forming their critical thinking about the most important aspects of their ofrendas and the Mexican culture.

- **Reflection**: I think this type of hand-on activity is very helpful because students can understand in a more practical way grammar concepts and the Hispanic culture. For example, in the process of researching, writing, creating, and presenting their ofrendas, students not only will able understand ancestral veneration of the Mexican Day of the Dead tradition, but also they will be able to
express themselves using the imperfect and the preterit within a context. Also, with this type of assignment, students will be able to learn how to make use of art to express their feelings and emotions, while developing important communication skills.

**Indiana Standards**

- Wl.MAK.1 2007 - Communication: Write and speak in a language other than English
  - Wl.MAK.1.2 2007 Students recognize and state basic personal information.
- Wl.MAK.4.1 2007 Students recognize basic routine practices of the target cultures.
Formative Assessment #1
Unit “Recordar es vivir”

Celebrating the Day of the Dead: Students should create a diorama of an altar (ofrenda) with symbolic offerings of a chosen a person, who inspires him or her. Students will have ten school days to complete this assignment. The evaluation will be given holistically when students complete each phase.

Phase 1: You should to investigate the importance of Day of the Dead in Mexican culture and other Central America countries. The students will follow directions and surf the Internet to answer basic questions relating to this holiday and themselves. (3 days).

Questions:

• Who are your family ancestors?

• Whom do you honor? How?

• What is Day of the Dead?

• What are the similarities and differences in how diverse cultures honor ancestors?

• What is an ofrenda?

• What are some visual elements of ofrendas?

• What is the role of ofrendas in the honoring of ancestors in Mexico?

• How does honoring our ancestors influence the way we live our lives?

• Identify a person, who inspires you to make your own personal ofrenda. Then, investigate personal information such as when and where this person was born, what aspects of his/her personality was relevant, what was his/her profession, what was his/her favorite food, and find general likes and dislikes of that person.

Phase 2: You should write a paragraph of 100 words that includes some biographical
information about the person you have chosen to honor. For example, make sure to include the day that person was born and where, explain the offerings/symbols that you are going to include in your ofrenda (altar) and the likes and dislikes of the person you have chosen.

**Phase 3:** You should make a diorama of an altar or ofrenda for the person that you have chosen to honor. When making your diorama, you should apply your knowledge of the symbolic value of ofrendas. Consider how visual art use various elements and materials to express feelings or moods and help to conceptualize personal ofrendas. For example, the diorama needs to include things that the person liked and did such as food, and hobbies. Also your diorama should include pictures of the person you are honoring, candles, and flowers. Diorama materials: shoeboxes, pens, pencils, markers, scissors, glue, construction paper, tissue paper, and pictures.

**Phase 4:** You will do an oral presentation based on your ofrenda, you should explain to your classmates why you chose the person your honoring and the different offerings/symbols included in your the altar.

For this assessment student will be grading according to the following rubric:

**Information-Based Topic Rubric**

<table>
<thead>
<tr>
<th></th>
<th>The student has a complete and detailed understanding of the information important to the topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The student has a complete understanding of the information important to the topic but not in great detail.</td>
</tr>
<tr>
<td>2</td>
<td>The student has an incomplete understanding of the topic and/or misconceptions about some of the information. However, the student maintains a basic understanding of the topic.</td>
</tr>
<tr>
<td>1</td>
<td>The student’s understanding of the topic is so incomplete or has so many misconceptions that the student cannot be said to understand the topic.</td>
</tr>
<tr>
<td>0</td>
<td>No judgment can be made.</td>
</tr>
</tbody>
</table>
Artifact #2 – Unit “Recordar es vivir”

- **Description**: In this in-class assignment students will be listening an Argentinean song. While listening the song, students will be asked to fill the missing verbs of the song. This is a threefold purpose assignment. One is reinforcing students’ listening skills, the second is reviewing grammar concepts of the unit, and the third one is letting students appreciate pop-music from Argentina.

- **Rationale**: This is a formative assignment because provide both, the teacher and the students with information about the listening skills of the students and how well students can distinguish the imperfect and the preterit. With this activity, the teacher can detect small problems and to provide feedback before students take the test of the unit.

- **Reflection**: This assignment can benefit students greatly because they will be appreciating Hispanic music, developing and reinforcing their listening abilities, and reviewing grammatical concepts. For example, this song shows the contrast between the preterit and the imperfect. Thus, the students will have the opportunity to understand the concept and assess their own listening skills, while using an authentic product of the Hispanic culture.

- **Indiana Standards**
  - **WL.M10.5.2 2007** Integrate content area concepts and skills through relevant activities.
  - **WL.M10.6.1 2007** Use digital media and culturally authentic resources to build vocabulary and improve receptive and productive language skills. Examples: RSS feeds/Podcasts, streaming audio, streaming video, etc.
Formative Assessment #2

Unit “Recordar es vivir”

Listening and Grammar: “11 Y 6”: You will be listening “Once y seis” by Fito Paez—Argentinean composer and singer and filling in the blank the missing imperfect and preterit tenses in the song. You will have the opportunity to read the lyrics first. Then, the song will be played at least twice. Also, a work-bank of the infinitive verbs will be given to you as a reference. The first missing verb will be done for you as a assistance example. For this activity, 2 points will be given for each correct answer.

<table>
<thead>
<tr>
<th>ver</th>
<th>dar</th>
<th>acercar</th>
<th>preguntar</th>
<th>llegar</th>
<th>esconder</th>
<th>tener</th>
<th>llevar</th>
</tr>
</thead>
<tbody>
<tr>
<td>sellar</td>
<td>importar</td>
<td>importar</td>
<td>vender</td>
<td>volver</td>
<td>reír</td>
<td>juntar</td>
<td></td>
</tr>
</tbody>
</table>

En un café se **vieron** por casualidad
cansados en el alma de tanto andar,
ella _______ un clavel en la mano.
Él se _______, le ______ si andaba bien
_______ a la ventana en puntas de pie,
y la _______ a caminar por Corrientes.
¡Miren todos! Ellos solos
y son más fuertes que el Olimpo.
Se _________ en el centro
y en el baño de un bar _________ todo con un beso.
Durante un mes _________ rosas en La Paz,
presiento que no _________ nada más
y entre los dos _________ algo.
No sé por qué pero jamás los _________ a ver.
Él carga con once y ella con seis,
Y _________, le _________ la luna…
¡Miren todos! Ellos solos
y son más fuertes que el Olimpo.
Se _________ en el centro
y en el baño de un bar _________ todo con un beso.
Performance-based assessment

Definition of performance-based assessment

Performance-based assessment, also known as performance assessment, is one of the many alternatives to assess students. Performance-based assessment requires students to apply knowledge and skills they have been acquiring through their learning process. These types of assessments can be used formatively or summatively. They also tend to be quite diverse. Some examples of performance-based assessments are hands-on tasks or other performance-based activities that students must complete individually or in small groups, where students can integrate the four language skills. One important characteristic of performance-based assessments is that they allow teachers to observe directly students’ skills and capabilities, which separate them from the traditional pencil-and-paper tests.

Performance-based assessment can be evaluated using pre-established scoring instruments such as checklists and scoring rubric, however, they must be linked to instructional objectives and must be meaningful, engaging, and authentic.

Some advantages of the performance-based assessments are:

1) Can be used to assess students’ abilities “to do.”
2) Can be used to assess skills that cannot be assessed through more traditional methods.
3) Can be used to improve instructional practice.

Some drawbacks of the performance-based assessments are:

1) Designing and performing a task can involve great amount of time.
2) Could be inefficient when used to assess students with lower-level skills.
of the target language.

3) Due to subjectivity, reliability tends to be lower, so that students of lower abilities may experience frustration.

Ten examples of performance-based assessment

a) **Compare/Contrast**: Students will be asked to read a description of a typical day of a teen in the target culture, and complete a comparison contrast chat with a U.S. teen.

b) **Department store**: Students will be asked to listen store announcements and identify which department or area of the store is mentioned.

c) **Discussion**: Students will be asked to read clothing descriptions and express why or why not students would wear that particular item.

d) **Dream house**: Students will be asked to create their dream house and to label the room and the items of the house.

e) **Fashion show**: Students will be asked to work in groups. One group will be asked to write a script for a fashion show, the second will be asked to describe the ideal wardrobe, and the last one will be asked to draw the clothes described by the second group.

f) **Fill out forms**: Students will be asked to fill out forms for a hotel registration, for a credit card, and for a job application.

g) **Interview**: Interview a classmate about class schedule. In this interview students should include information about: school schedule, favorite class, favorite teacher, friendship with peers.

h) **Menu**: Students will be asked to create an appropriate menu in the target language.

i) **Role-play and restaurants**: Students will be asked to order lunch from a target language menu.

j) **Survey**: Students will be asked to complete a survey about foods, drinks, and restaurants.
Artifacts for Assessing the Skills

Reading, Writing, Listening, and Speaking

Foreign language teachers not only need to consider how to create effective assessments, but also they need to understand the nature of the skill they are measuring. An effective assessment requires a clear defined purpose. One way to determine if the purpose of an assessment is clear and effective is knowing what skill they are going to assess: reading, writing, listening, or speaking?

Although reading, writing, listening, and speaking sometimes overlaps, certainty they can be isolated if teacher want to assess them. However, in order to assess these skills in a more precise way, assessments should be designed and presented in a wide rage of topics and formats.
Artifact #1 Assessing Reading

• **Description**: For this an in-class assignment, students will be asked to recognize and interpret information from a flyer by giving short-answers. The grading for this assignment will be a completion grade of 10 points.

• **Rationale**: This formal-formative activity fits in the selective category of reading tasks. This is a selective task because students are asked to identify information from very short stretch of language. So students will be using both processes bottom-up and top-down process when decoding the information of the flyer.

• **Reflections**: I think that this activity is very effective, meaningful, and engaging for assessing reading skills. This realistic representation of a reading task helps students to reinforce vocabulary that they already know or they are learning.

• **State Standards**
  
  o WL.MH10.2.2 2007- Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
  
  o WL.MH10.2.3 2007- Make educated guesses about meaning in familiar contexts, using cognates and familiar vocabulary.
Lea este anuncio. Después, responda las preguntas que se encuentran en la página siguiente.

**Cruceros Isla Aventura**

- ¡Venga a bucear y a navegar en vela!
- ¡Relájese en una playa privada!
- ¡Disfrute de comidas gratis en Crucero Cena!
- ¡Los niños pagan la mitad de precio!

<table>
<thead>
<tr>
<th>Crucero</th>
<th>Duración</th>
<th>Días</th>
<th>Precio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crucero Mediodía</td>
<td>3 horas</td>
<td>Lun. – Sab.</td>
<td>$45</td>
</tr>
<tr>
<td>Crucero Noche</td>
<td>2 horas</td>
<td>Lun. y Mier.</td>
<td>$45</td>
</tr>
<tr>
<td>Crucero Cena</td>
<td>4 horas</td>
<td>Diario</td>
<td>$60</td>
</tr>
</tbody>
</table>

¡Llame al 1-800-555-4430 para más información!
Pregunte por Jim.

Responda brevemente las preguntas sobre “Crucero Isla Aventura.”
1. ¿Cuáles son dos actividades que usted puede disfrutar en el Crucero Isla Aventura?

2. ¿Cuánto tiempo dura el Crucero Noche?

3. ¿Cuáles son dos motivos?

4. ¿Hay Crucero Noche los jueves?

5. ¿Cuántos cruceros se mencionan en este anuncio?

6. ¿Cómo trata de influir el anuncio a los padres?

7. Además del lunes y el sábado, ¿qué otros dos días puede ir usted en el Crucero Mediodía?

8. ¿En qué día no podría usted ir en el Crucero Mediodía

9. ¿Con quién tiene usted que hablar para planear su viaje en un crucero?

10. Mencione alguna información que usted haya encontrado en este anuncio.

Respuestas para “La Isla Aventura”

1. Navegar en vela, bucear y relajarse en la playa

2. 2 horas

3. Dura más que los otros, se sirve una comida, es más popular

4. No, solamente los lunes y los miércoles

5. Tres

6. Los niños pagan la mitad del precio

7. Martes, miércoles, jueves y viernes

8. Los domingos

9. Jim

10. Tipo de crucero, cosas que se pueden hacer, el precio de los cruceros, la duración de los cruceros, a quién llamar, el número de teléfono
Artifact #2 Assessing Reading

- **Description:** This is a reading quiz in which students will be asked to read a letter from Mexican students of their age. In order to assess student’s reading abilities and to practice the vocabulary they are learning, students are asked to answer a list of questions. The grading for this assignment is one point for each correct answer, summing a total of 13 points.

- **Rationale:** This is summative assessment. This assignment combines reading and culture and fit in the interactive category of reading tasks. This is an interactive task because students are asked to identify relevant information within the text. Students will be using top-down process, so they will be trying to comprehend the language first and then decoding the information.

- **Reflections:** I think that this activity is very effective, meaningful, and engaging for assessing reading skills. This reading task, no only helps students to reinforce their reading skills, but also help them to recognize a product and perspective of the target language.

- **State Standards**
  - WL.MH10.4.5 2007 Identify elements that shape cultural identity in the target cultures.
  - WL.MH10.2.3 2007- Make educated guesses about meaning in familiar contexts, using cognates and familiar vocabulary.
UNA CARTA A UN AMIGO.

Querido/a estudiante estadounidense,

Soy Roberto de México D.F. Tengo 16 años. Soy alto y delgado. Tengo pelo moreno. Asisto a una escuela secundaria en México D.F. Es pública y así que tengo que llevar un uniforme con zapatos negros, pantalones grises y un suéter verde. Las escuelas privadas son menos formales aquí. Los estudiantes no tienen que llevar uniforme. ¿Tienes que llevar tú un uniforme?

No puedo elegir mis clases tampoco. Tengo que tomar geografía, matemáticas, historia, física, inglés, dibujo y literatura. Mi clase favorita es dibujo porque me gusta mucho el arte. Es interesante. La geografía es interesante también porque aprendo sobre el mundo. Las matemáticas y la historia son aburridas. El inglés es difícil. La literatura es divertida porque leemos muchos cuentos interesantes de autores de alrededor del mundo (around the world) y me gusta mucho leer. También, me cae bien mi profesor. Hay muchos estudiantes en mi escuela así que hay estudiantes que van a la escuela por la mañana y otros estudiantes que van a la escuela por la tarde. Estoy en la escuela por la mañana y voy a mi casa para almorzar a la doce. Estoy en el mismo salón de clase todo el día. ¿Tienes tú que estar en el mismo salón de clase todo el día?

A veces, después de la escuela, voy al patio para jugar al baloncesto o al voleibol. Los jueves después de la escuela, mis amigos y yo vamos al campo de deportes para jugar fútbol. Es mi deporte favorito y me gusta mucho jugar con mis amigos. Estoy muy cansado durante la semana porque estoy en la escuela desde las siete de la mañana hasta el mediodía y tengo que hacer mucho trabajo para mis clases cada noche. ¿Cómo es tú escuela? ¿Dónde estás durante el día? ¿Cómo son tus clases y tu horario? ¿Qué tienes que hacer durante la semana? ¿Qué cosas te gustan hacer? ¿Cuáles son las diferencias entre tu
vida diaria y la mía? Tengo ganas de escribirme contigo y aprender sobre las escuelas en los EE.UU.

Saludos, Roberto Fernández Molina

**Preguntas de Comprensión**

1. ¿De quién es la carta?
2. ¿De dónde es?
3. ¿Cómo es Roberto?
4. ¿Cuántos años tiene?
5. ¿Asiste a una escuela privada o pública?
6. ¿Qué lleva a la escuela?
7. ¿Cuáles clases le gustan?
8. ¿Cuál clase es difícil?
9. ¿Adónde va Roberto después de la escuela?
10. ¿Por qué está cansado Roberto?
11. ¿Qué tiene que hacer?
12. ¿Adónde va para el almuerzo?
13. ¿Qué deporte juega?

**Respuestas:**

1. Roberto Fernández Molina
2. México D.F.
3. Roberto es delgado, alto y tiene el pelo moreno
4. Tiene 16 años
5. Asiste a una escuela pública
6. Roberto lleva un uniforme
7. Le gustan dibujo, geografía, y literatura
9. Roberto va al patio para jugar deportes
10. Porque tiene mucha tarea y mucho trabajo y tiene que ir a la escuela a las siete de la mañana.
11. Roberto tiene que llevar un uniforme, hacer mucha tarea, y tiene que tomar clases que no puede elegir.
12. Va a su casa.
13. Roberto juega al fútbol.
Artifact #1 Assessing Writing

- **Description**: This is a writing homework assignment in which students will be asked to write a dialog. In this dialog they need to describe personal interests, emotions, events, and places. This assignment will be grading based on the rubric in appendix A.

- **Rationale**: This is a formal-formative assessment that combines imitative and responsive writing performance in which students will be assessed on how they use basic words and punctuation. However, for this assignment, students also will be assessed on their abilities to produce more complex sentence-level grammar, while focusing on the context.

- **Reflections**: This assignment gives students the opportunity to talk about themselves, allowing the students to connect their own experiences with the learning process. Thus, it can be said that this assignment is authentic and valid.

- **State Standards**
  
  - WL.MH10.3.4 2007 Compose simple cohesive written information using appropriate formats with teacher guidance. Examples: Poetry, messages, descriptions, simple narratives, cartoons, etc.
  
  - WL.MH10.3.5 2007 Describe objects, self, and others in written and spoken language with greater detail.
Writing Assessment #1

Spanish II Writing Prompt-Homework assignment

You will be required to write about the following prompt. You must write at least 15 sentences. Pay attention to the underlined words: these are the hints, which tell you what grammar and vocabulary you’ll need to use in the prompt.

You are talking w/ a friend about what you are going to do for the holiday break after finals. Write this prompt in the form of a DIALOGUE, and be sure to include the following questions (from your “friend” to you). The order of the questions doesn’t matter as long as the dialogue is in a logical order, makes sense, and shows a response (from you) for each question.

Your friend will ask you:

a. How you are going to feel (Estar + Emotion) during the holiday break.
b. (Be sure to include a response describing how you’re going to feel & why)
c. Where you are going and When, and Who you are going with.
d. (Remember: Don’t just write a list of questions, be sure to include the response).
e. What you are going to eat over the holidays. (use food vocab.)
f. How many presents you are going to buy for your family & friends and where you are going to buy them.

Don’t forget to include a “closing” to the dialogue between you and your friend.
Artifact #2 Assessing Writing

- **Description**: This is an in-class assignment in which students will be asked to rewrite the first part of a folktale. For this assignment, the students should be transferring one preterit to present. Also, students will be asked to write a summary of the folktale using for this step the preterit. Grading will be based on completion of the work.

- **Rationale**: This is an informal-formative assessment that fit in the intensive category because students are asked to apply grammar concepts within a context. So the writing for this assignment is more focus on the morphology of verbs—present vs. past.

- **Reflections**: This is an assignment that really helps the students to use grammar within the context because they will be working with an authentic product of the culture. Also with this assignment, to better understand the reading while writing.

- **State Standards**
  - WL.MH10.3.4 2007 Compose simple cohesive written information using appropriate formats with teacher guidance. Examples: Poetry, messages, descriptions, simple narratives, cartoons, etc.
  - WL.MH10.3.5 2007 Describe objects, self, and others in written and spoken language with greater detail.
Writing Assessment #2

In-class assignment. Transfer activity.
TASK 1: The teacher will be giving an incomplete folktale and ask the students to re-write the first two paragraphs of that folktale and change the preterit to the present tense.
TASK 2: The students will be asked to re-read the entire folktale and will write a short summary of the fairy tale using the preterit.

El gallo de boda

Pues, señor, este era un gallo que iba muy limpio y elegante a la boda de su tío Perico.

Por el camino se encontró un montón de basura y se apartó para no ensuciarse. Pero en medio del basurero vio un grano de maíz.

El gallo se detuvo y pensó: «Si no pico pierdo el granito, y si pico, me mancho el pico y no podré ir a la boda de mi tío Perico. ¿Qué hago? ¿Pico o no pico?»

Al fin picó, y se ensució el pico.

Entonces fue a pedirle a la yerba: “Yerba, limpiame el pico, que no podré ir a la boda de mi tío Perico.”

Pero la yerba dijo: “No quiero.”
Artifact #1 Assessing Speaking

- **Description**: This is a question-and-answer dialog that involves collaborative working. Students are asked to work in pairs to mimic a situation. One of the students will be the new student in town and the other the interviewer. In order to know things about the new student, student B will be asking questions about the past of the student A—the new student.

- **Rationale**: This is an informal-formative assessment that fit within the range of the intensive and responsive categories because students will be assessed on their abilities to apply preterit, when performing a short conversation.

- **Reflections**: Even though with this assignment I will be assessing grammar concepts and specific vocabulary, I consider that this is good way to assess spoken language because gives the students the freedom to create and rely on their own experiences.

- **State Standards**
  
  o WL.MH10.3.2 2007 Present prepared material on a variety of topics. Examples: Dialogues, skits, plays, etc.
  
  o WL.MH10.3.3 2007 Read passages aloud to demonstrate improving intonation and pronunciation.
Speaking Assessment #1

Welcoming committee:

Work with your partner. You are part of the welcoming committee for students who have just moved to your town and are new to your school. To get to know one of the new students (your partner), try to find out about his or her life before he or she moved.

TASK 1: Ask your partner what each of these people was like in his or her old town. Then ask your partner to describe what there was in each of the corresponding places, according to the chart. Take notes so that you can tell others about his or her life.

Ejemplo

A — ¿Cómo era la profesora de español?
B — Era muy paciente.
A — ¿Qué había en el salón de la clase de español?
B — Había muchas computadoras.

<table>
<thead>
<tr>
<th>Sobre las personas</th>
<th>Era…</th>
<th>Los sitios</th>
<th>Había…</th>
</tr>
</thead>
<tbody>
<tr>
<td>La profesora</td>
<td>Muy paciente</td>
<td>El salón de clase</td>
<td>computadoras</td>
</tr>
<tr>
<td>La bibliotecaria</td>
<td></td>
<td>La biblioteca</td>
<td>una colección de cuadros</td>
</tr>
<tr>
<td>La enfermera</td>
<td></td>
<td>La enfermería</td>
<td></td>
</tr>
<tr>
<td>El entrenador</td>
<td></td>
<td>El gimnasio</td>
<td></td>
</tr>
<tr>
<td>La secretaria</td>
<td></td>
<td>La oficina del colegio</td>
<td></td>
</tr>
</tbody>
</table>

TASK 2: Now your partner wants to know what his or her new town was like for you this past year. Answer your partner’s questions by describing the people and places in your life, making logical selections from the chart below.

<table>
<thead>
<tr>
<th>Las personas</th>
<th>Los sitios</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tímido/a</td>
<td>Paredes blancas</td>
</tr>
<tr>
<td>Bondadoso/a</td>
<td>Plantas y flores</td>
</tr>
<tr>
<td>cómico</td>
<td>sillas</td>
</tr>
<tr>
<td>estrictos</td>
<td>televisor</td>
</tr>
<tr>
<td>conversador/a</td>
<td>estufas y fregadero</td>
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Artifact #2 Assessing Speaking

- **Description**: At the end of a unit related on weather vocabulary. Students will be asked to perform a brief skit to present to the classroom a pre-designed situation. This assignment will be grading based on the rubric in appendix A.

- **Rationale**: This is a formal-summative-extensive assessment because students will be measuring on how they can perform in a real-world situation. Also this assessment is intended to measure students’ achievement in that particular unit, while keeping the state standards requirement.

- **Reflections**: This assignment is a great tool to measure students’ speaking skills because it gives freedom to the students to use their knowledge. I feel that this kind of assessment is more flexible than traditional and out of context dialogues, because students no only can demonstrate their knowledge, but also their creativity when writing and presenting their skits.

- **State Standards**
  - WL.MH10.3.2 2007 Present prepared material on a variety of topics. Examples: Dialogues, skits, plays, etc.
  - WL.MH10.3.3 2007 Read passages aloud to demonstrate improving intonation and pronunciation.

**Speaking Assessment #2**

Minidrama: Role-play the following situation. Students will be asked to find a partner and to prepare a brief skit to present to the classroom the following situation.

You are waiting for a bus. A person your age is also waiting. You ask what time it is, he or she answers. You both make small talk about the weather. A car comes by close to a curb. “¡Cuidado!” you say as the water splashes onto the curb. He or she thanks you. You ask when he or she is going and he or she responds, “Al museo de Bellas Artes en la avenida Corriente.” “¡Qué coincidencia, yo voy para ahí también! One of you will say “Mira, ese es nuestro autobús” and both of you get on.
Artifact #1 Assessing Listening

- **Description:** This is a level-I in-class activity used to practice vocabulary. The students will be asked to listening a weather report and matching the information with pictures.

- **Rationale:** This is an informal-formative-responsive assessment because students only have to recognize short answers by recognizing what was being said. This type of assessment helps the students to develop and re-ensuring what they have been learning. Also with this kind of assignments teachers can measure if more listening activities are needed to help students succeed in that area.

- **Reflections:** I think it is important to teach students to be better listeners. This assessment can helps not only the students to train their listening skills, but also help teachers to verify what their students have learned and what to do if improvement is needed.

- **State Standards**
  - WL.MH10.1.8 2007 Use speaking and listening strategies to facilitate communication. Examples: Identifying key words, synonyms and antonyms
  - WL.MH10.2.3 2007 Make educated guesses about meaning in familiar contexts, using cognates and familiar vocabulary.
**Listening Assessment #1**

**El tiempo.** Listen to the weather report. Match the type of weather to the city or place.

*Buenos días, señores y señoras. Son las ocho de la mañana. Hoy el tiempo en Viña del Mar: sol y calor, con una temperatura máxima de 30 grados. En la capital, está algo nublado, con una máxima de 25 grados. En Punta Arenas, hay lluvia, con una máxima de 11 grados. En la Isla de Pascua, hay niebla local.*

1. _____ Santiago  
2. _____ Viña del Mar  
3. _____ Punta Arenas  
4. _____ Isla de Pascua

**Answers:** 1. B  
2. A  
3. C  
4. D
Artifact #2 Assessing Listening

- **Description:** This multiple-choice assignment requires the students to listen an announcement and choose the phrases to complete the sentences. This assessment is worth 10 points and has 5 answer choices; each correct answer is worth 2 points.

- **Rationale:** This is a summative-selective assessment because the students are asked to listen to a radio advertisement in order to identify key words and phrases such as schedules, facts, and events. This kind of assessment helps teachers to measure and report students’ progress and to determine what is needed to be done in order to increase their students’ listening skill.

- **Reflections:** I think this a valid and authentic assessment that is easy to use and helps students to acquire and support confident on what they already know.

- **State Standards**
  - WL.MH10.1.8 2007 Use speaking and listening strategies to facilitate communication.
    - Examples: Identifying key words, synonyms and antonyms
  - WL.MH10.2.3 2007 Make educated guesses about meaning in familiar contexts, using cognates and familiar vocabulary.
Listening Assessment #2

Quiz

Listen the announcement and choose the phrases to complete the sentences.

Un anuncio: los señores Díaz hacen un viaje desde Ciudad de México hasta Mérida, en la península de Yucatán. En la habitación del su hotel oyen el siguiente anuncio de turismo en la radio. Escuche el anuncio y escoja (choose) las palabras que mejor completan las frases.

Para una experiencia magnifica, visite la zona arqueológica de Chichén-Itzá. Situada a 120 kilómetros al este de la ciudad de Mérida, Chichén-Itzá es una maravillosa ciudad maya. Suba al Castillo, con sus 365 escalones que representan los 365 días del año, y observe una vista incomparable.

Hay varios autobuses de Mérida a Chichén-Itzá. Un autobús de primera clase sale de Mérida a las 8 y 45 y regresa a las 14 horas. Un autobús de segunda clase sale a cada hora desde las 5 hasta las 14 horas. ¡No pierda la oportunidad de visitar la maravillosa zona arqueológica de Chichén-Itzá! Para más información, llame al 24-92-90 o visite el Centro de Información Turística de Mérida.

Listen and complete the phrases.

1. La zona arqueológica de Chichén-Itzá esta a …
   a. 20 kilómetros de Mérida.
   b. 120 kilómetros de Mérida.
   c. 220 kilómetros de Mérida.

2. Para ver bien el sitio, uno puede subir…
   a. al Templo de los Toltecas.
   b. al Castillo.
   c. al Mercado.

3. Un autobús de primera clase sale Mérida para Chichén-Itzá…
   a. a las 18 horas.
   b. a las 10 horas.
   c. a las 8 y 45 horas.

4. El autobús que regresa a las 14 horas es …
   a. de primera clase.
   b. de Uxmal.
   c. de segunda clase.

5. Un autobús de segunda clase sale …
   a. a las 8 y 30 horas
   b. a las 11 horas.
   c. cada hora des de las 5 hasta las 14 horas.
Cultural assessments

- Two cultural artifacts accompanied with descriptions, rationales, reflections, and state standards.

Artifact #1 – Cultural assessment

- **Description**: In this activity students will watch a video about tango and one about meringue. This assessment is designed to help students to become familiar with the culture of the target language. Students will research and present information about the countries from which the dances originated. Students will write reports on their findings. Writing reports about these Latin dances can be in English or Spanish (optional).

- **Rationale**: This assessment is classified as a cultural-formative assessment because students are required to gather and share information related with the Hispanic culture. This assessment is not intended to measure students’ ability to write in Spanish, but rather their ability to appreciate and report on a particular issue of the culture.

- **Reflection**: Dances are a peculiar type of art that help to distinguish the culture within a country. I think this type of assignments are fun and help students to become closer to the target culture, because through this assessment students can appreciate and learn about some traditions, customs, emotional expressions, and social interaction of Hispanic countries. For example, students will be realizing how this dances were established and from where their rhythms come from. Also regarded to non-verbal communication, students can realize some behavioral patterns of the people within that particular culture.
• **Indiana Standards**

  o WL.MAK.4.1 2007 Students recognize basic routine practices of the target cultures.

  o WL.M9.4.1 2007 Investigate and report on cultural practices of the target cultures. Examples: Traditions, fashion, sports, dating.

  o WL.MAK.2.1 2007 Students demonstrate comprehension of oral or visual cues verbally and/or non-verbally.
Cultural Assessment #1
¡Baila!

Students learn about two Latin dances tango and meringue. After students watch a video on tango and on meringue, students will research and present information about Argentina and Dominica Republic—countries from which the dances originated. Students will write reports on their findings. Writing reports about these Latin dances can be in English or Spanish (optional). They will be asked to explain the geography and the history behind these dances. Also they will be required to describe which movements are involved in meringue and which are involved in tango. Does it consist of mostly locomotor or non-locomotor movements? How would you describe the tempo or pace? - fast, medium, or slow?
Does there appear to be leading and following? Are the dancers at a low (on the ground), medium (kneeling), or high, level (on one or two legs, full body)?
SPANISH—¿A qué nivel son los bailadores, bajos (en el suelo), medios (arrodillados), o altos (en uno o dos pies, o todo cuerpo)?
Artifact #2 – Cultural assessment

- **Description:** This cultural assessment is aiming to reinforce the ability of the students to write and understand issues related to Hispanic countries within the Caribbean area. For this assignment the students are asked to read and role-play a short story. Also, they will be assessed on their discussions and critics of students’ performance of “La Cucarachita Martina”.

- **Rationale:** This is an assessment of cultural knowledge because introduce students to think about different views relating to the Hispanic culture such as basic emotions such as happiness, fears, disgusts, and/or surprises. Also, this assessment will help students to compare their own culture with the culture of the language they are learning. On the other hand, this is a formative assessment because students are starting forming their judgment about a new culture.

- **Reflection:** The purpose of this assignment is very good because it gives freedom to the students to use their knowledge, when they start immersing on a new culture. I feel that these types of flexible assessments are very helpful, because allows students to demonstrate their knowledge and their creativity.

- **Indiana Standards**
  
  - WL.MAK.1 2007 - Communication: Write and speak in a language other than English
  - WL.MAK.1.2 2007 Students recognize and state basic personal information.
  
  - WL.MAK.7.2 2007 Students recognize and use authentic simple forms of address in everyday situations.
  
  - WL.MAK.2.1 2007 Students demonstrate comprehension of oral or visual cues verbally and/or non-verbally.
Cultural Assessment #2

Escribe y Lea

Read “La cucarachita Martina” a folktale in countries such as Cuba, Dominican Republic, and Puerto Rico. Then, form three small groups to work collaboratively. The first group will write a re-make of *La Cucarachita*... focusing on your own economical priorities, while keeping the main plot of *the story*. The second group will perform a skit based on what the first group write, and the third group will write a critic about the presentation of the second group.
—¿Te quieres casar conmigo?
—¡Bee, beeee!
—¡Ay, no no; me asustarás!
Ya era muy tarde, cuando pasó el ratoncito Pérez:
—Cucarachita Martina, ¿qué linda estás!
—Como no soy bonita, te lo agradeceré más.
—¿Te quieres casar conmigo?
—¡Dormir y callar! ¡Dormir y callar!
Y la cucarachita Martina y el ratoncito Pérez se casaron.
Al otro día, la cucarachita se fue al mercado y le dijo a su marido:
—Ratoncito Pérez, cuida bien la sopa de la olla. Pero no te la tomes hasta que yo vuelva. Espúmala sólo con el cucharón.
El ratoncito Pérez era muy goloso y, en seguida que la cucarachita se fue, sintió hambre.
Se encaramó en la olla y trató de coger una cebolla doradita que asomaba en el caldo, pero, ¡ay!, se cayó dentro.

Cuando volvió la pobre cucarachita Martina, buscó al ratoncito por toda la casa y lo encontró completamente pelado, flotando entre los fideos.

Salió la cucarachita a la puerta de la casa, y lloraba desconsolada:

——¡El ratoncito Pérez cayó en la olla por la golosina de la cebolla!

¡Y la cucarachita le canta y lo llora!
Traditional assessments

Discuss testing, strengths and weaknesses

Traditional assessments are the conventional methods of testing. They can be given in a form of a quiz, exam, or an essay paper. Traditional assessments usually take place at the end of a chapter, unit, or course of study. They are tests given to the students to measure how much the students have learned and to show the levels of performance or standard students have reached. Even though this type of assessment is not the only way to evaluate students, it is a fact that the results from traditional assessments present valuable information about the needs of the student and the classroom. The scoring of the traditional assessment is to guide instruction, while the reporting is to inform students, parents, and other audiences about students’ progress. Traditional assessment tests contain different types of questions such as: multiple-choice, fill-ins, matching, essays, and sentence completions, etc.

Some of the advantages of traditional assessment are:

• They are a product of empirical research, so they have high levels of practicality, reliability and validity.

• They are readily available and easy to administrate to a large group of students or test-takers.

• They focus the effort of educators and students on mastering important materials.

• Scoring allows administrators and teachers to gauge the performance of the students’ acceptance and effectiveness of current curriculum.

• The results are used to create changes in the classroom, to improve our
educational system, and to know our international position in education.

On the other hand, some of the disadvantages of traditional assessment are:

- They cause stress and anxiety to the students due to high-stakes testing.
- They can narrow the curriculum.
- Lower test-score can result in students failing courses.
- There can be test bias on language, culture, race, gender, and learning styles.
- There can be mismatches between content, test tasks, and classroom teaching.

**Traditional assessment: Some types and purposes**

- **Achievement test:** This test is designed to measure the knowledge or proficiency of an individual in something that has been learned or taught, such as arithmetic or typing.

- **Aptitude test:** This test is designed to measure capacity or general ability to predict success in that undertaking—an example can be taking a test before a foreign language course.

- **Communicative test:** This test is designed to elicit a test-taker’s ability to use language that is meaningful and authentic.

- **Computer-adaptive test (CAT):** This is a test in which students receive a set of questions that meet test specifications and that are generally appropriate for their performance level.

- **Criterion-reference test:** This is a test designed to give test-takers feedback, usually in the form of grades, on specific courses or lesson objectives.

- **Diagnostic test:** This is a test that is designed to diagnose specified aspects of a language.

- **Discrete point test:** This is a test designed on the assumption that language can be broken down into its component parts and that those parts can be tested successfully.
High-stakes test: This is a test that provides information on the basis of which significant decisions are made about test-takers. An example is a test being used for admission to a course or school.

Multiple-choice test: This is a test in which items offer the test-taker a choice among two or more listed options.

Norm-reference test: This is a test in which students’ score is interpreted in relation to a mean, median, standard deviation, and percentile rank.

Objective test: This is a test that has predetermined fixed responses.

Placement test: This is a test that is meant to place a student into a particular level of language curriculum or school.

Proficiency test: This is a test that is not limited to any one course, curriculum, or single skill in the language; rather, it tests overall global ability.

Standardized test: This is a test that presupposes certain standard objectives or performance levels.
Non-traditional assessments

About non-traditional assessments

A non-traditional assessment is any type of assessment that is less traditional and more authentic because assignments are based on real-life situations. Non-traditional assessments allow students to create their own answer to a question. In this way, students and teachers get involved in making judgments about the student’s progress in language, while using non-conventional strategies. Non-traditional assessment could be in the form of an interview or drawing, as opposed to choosing from provided responses, as usually seen on multiple-choice tests. Non-traditional assessments include short answer questions, essays, interviews, oral presentations, portfolios, and performance-based assessment as well. Thus, non-traditional assessments provide students with the opportunity to express themselves creatively and through their own choice of expressions. One of the most important aspects of non-traditional assessment is that students can have grading criteria—rubrics—beforehand so that they know exactly how they will be assessed.

Rationale for using non-traditional assessment in FL classrooms

The non-traditional assessment is a great tool for foreign language programs because most language teachers want to teach their students how to use the language in real-life situations. Thus, if the purpose of the language teachers is to teach their students to communicate in the target language, then teachers should be able to assess a student’s performance using those skills. Through non-traditional assessments, students are evaluated based on observing performance of real-world activities that demonstrate
essential skills or knowledge. For example, a Spanish assessment may evaluate the ability of a student to identify and use the impersonal *se* when using real-cooking recipes.

Some of the advantages of non-traditional assessments are:

- They ask the students to perform, create, and to produce something, thus they support multiple intelligences that a teacher will encounter in a classroom.
- They are more authentic, meaningful, and engaging because the students are using the language in real world contexts or situations.
- They are designed in a way that students can use their strongest abilities and multiple intelligences.
- They are designed in a way that students’ performance can be observed.
- They are more conducive to student/teaching communication.

On the other hand, some of the disadvantages of non-traditional assessments are:

- It is very time consuming to evaluate with consistency a large group of portfolios, oral presentations, or research papers.
- It could be very time consuming to design non-traditional assessments that are consistent with the state standards and the curriculum.
- They may not be very practical. Alternative assessment may be more expensive than traditional assessment.
Non-traditional assessment: Some types and purposes

**Conferences:** This is an instrument that is part of the process of writing, in which teachers give feedback in conversational mode to facilitate improvement.

**Interview:** This non-traditional assessment helps teachers to assess students’ oral production, helps find out students’ needs before designing a course, helps teachers to determine students’ learning styles, and can help students to assess their performance.

**Journals:** This assessment gives students responsibility for recording their thoughts about learning in the subject. It is based on the premise that writing contributes to deeper learning and engagement with a subject, since it gives students the opportunity to clarify and reflect on their thinking.

**Observations:** Teachers observe their students in the classroom all the time, whether or not students are aware. This is a very helpful tool, because it is used not only to evaluate the academic performance of the students, but also their behavior.

**Portfolios:** A portfolio is an organized collection of student work designed to represent students’ efforts and academic accomplishments over a period of time. Portfolios are one of the most popular non-traditional assessments; they provide a record of different assignments and encourage students to reflect on their own progress.

**Self- and Peer-assessment:** This type of assessment gives the students autonomy and responsibility because they are expected to participate actively in their own learning, and give evaluation to one another.
Online Resources

3 websites for grammar

1. Redmolinos.com
   http://www.redmolinos.com/gramatica/index.html. Redmolinos presents important topics of Spanish grammar with the help of Don Quixote and Sancho Panza in a simple and very funny manner. Students can practice what they have learned by going to pages of exercises.

2. Conjuguemos
   http://conjuguemos.com/list.php?type=fillin&division=grammar. This page lists activities to practice grammar from the most common grammatical themes found in most Spanish programs.

3. Spanish Grammar Genius
   http://www.spanishgrammargenius.com/index.htm. This web can help the students to practices grammar while receiving explanations and visuals aids.

3 search engines in the TL

4. Terra
   http://buscador.terra.es/. This Spanish search engine searches the Internet, forums, images, products and shopping.

5. Lycos
   http://www.lycos.es/ This is a Spanish fast and effective search engine. It also includes news, email, SMS, personal pages, etc.

6. Existe
   http://www.excite.es/ This Spanish search engine is accurate and fast. Also, it includes utilities, news and recommended links.

3 websites for Big C culture

7. Museo Nacional de Antropología de México
   http://www.mna.inah.gob.mx/. In this site teachers and students can learn about Mexico history and Mexican ancestors.

8. Historia del País (Argentina)
   http://www.historiadelpais.com.ar/. This site provides an overview of Argentina’s history. This information covers the Argentina’s history very briefly—from the Conquest to the mid twentieth century.
9. **Colegio de Arquitectura del Perú**  
   http://www.cap.org.pe/cap/index.php/100-anos-de-arquitectura/un-siglo-formando-arquitectos-en-el-peru.html. Through this website students and teachers will find valuable history of pre-Inca and Inca cities, whose systematic findings continue to fascinate the interest of local and international cultural tourism.

**3 websites for little c culture**

10. **Explorando Mexico**  
    http://www.explorandomexico.com.mx/about-mexico/5/210/. Here Spanish teachers and students can find a brief explanation about the Basilica of Guadalupe, the most important religious center of Mexico.

11. **Shakira. (Shakira-La tortura lyrics)**  
    http://es.shakira.com/. This website offers videos, lyrics, music, and biography of Shakira, a famous Colombian singer.

12. **Enciclopedia digital del Uruguay**  
    http://www.economiauruguaya.eluruguayo.com/. Here, Spanish teachers and students can find information about Uruguayan economy and also they can find Uruguayan data about geography, history, education, maps, and sports.

**3 online newspapers**

13. **El país**  

14. **El Clarín**  
    http://www.clarin.com/ News from Argentina and the world. This newspaper is updated 24 hours with the latest breaking news, multimedia, reviews, business, sports, movies, travel, books, jobs, education, real estate, cars & more.

15. **La nación**  
    http://www.nacion.com/ Breaking news from Costa Rica and the world. This newspaper offers analysis on politics, business, world national news, entertainment and more.

**3 online magazines**
16. **Arqueología Mexicana**
   [http://www.arqueomex.com/](http://www.arqueomex.com/). This Mexican magazine supports the dissemination of culture in Mexico.

17. **Axxis**
   [http://www.revistaaxxis.com.co/](http://www.revistaaxxis.com.co/). This is a Colombian magazine about art, architecture, films, music, and literature.

18. **¡Hola!**
   [http://www.hola.com/](http://www.hola.com/). This is a weekly Spanish magazine specializing in celebrity news, published in Spain and 13 other countries. It is one of the most popular magazine in Spain and many Latin American countries.

2 websites with streaming audio/video

19. **Qastinmovil**
   [http://www.qmusica.tv/lista/los-mejores-videos-latinos](http://www.qmusica.tv/lista/los-mejores-videos-latinos). This website shows the best Latin-music videos. Here people can see the most famous Latin America and Spain singers’ videos.

20. **Emisoras radiales en español**
    [http://www.e-spanyol.hu/en/radio.php](http://www.e-spanyol.hu/en/radio.php). What teachers and students will find here is not just a radio station home page that links to online streams, but also they can start listening to these radios right away.

3 websites for general teacher resources

21. **TeAcnology**
    [http://www.teach-nology.com/](http://www.teach-nology.com/). TeAcnology provides free and easy-to-use resources for teachers, including “Teacher Timesavers” to help educators to be better organize with their lesson plans and curricula. The site also features 42,000-plus lesson plans, multiple free printable worksheets, rubrics, teaching tips, web quests, and other free teacher resources.

22. **WatchKnowLearn**
    [http://www.watchknowlearn.org/Category.aspx?CategoryID=99](http://www.watchknowlearn.org/Category.aspx?CategoryID=99). WatchKnowLearn has free educational videos. The videos are safe for teachers to use; however, some of the sites recommended are difficult to navigate and don’t have age or grade level choices or rankings.

23. **Zane Education**
http://www.zaneeducation.com/. Zane Education provides curriculum-based educational videos, interactive quizzes, video, study tools, and free lesson plans.

4 websites for games/activities in the TL

24. Language games
http://www.languagegames.org/. This website offers free traditional games such as word-search, hangman, and crossword.

25. 123TeachMe
http://www.123teachme.com/image_sentence_match/category/command_tu_affirmative_1. 123TeachMe is a free service for students learning Spanish, and has online tutors and interactive games and activities.

26. PurposeGame
http://www.purposegames.com/games?t=1165&so=mp. This web is for learning and having fun at the same time.

27. Spanish Language Games
http://www.digitaldialects.com/Spanish.htm. This site presents a variety of games that goes from a simple number game to more advance Spanish games.

3 websites for Web Quests

28. WebQuest.org
http://webquest.org/index-create.php. This is a very good source to design lesson plans using WebQuest Model.

29. TeacherWeb
https://www.teacherweb.com/tweb/twquest.aspx. TeacherWeb provides template websites for teachers. Here teachers and education students can customize and update TeacherWeb sites. Also it allows to post homework, announcements, calendars, and grades, similar to blackboard.

30. Highlands Enhanced Learning Center
http://connections.smsd.org/highlands/creating_webquests.htm. Teachers can build their own blogs and select web quests for their classrooms. Also, they can create and evaluate web quests. In addition of that, here teachers can evaluate students’ works.
Annotated Bibliography And References


This article explores the relation of SET-10 scoring to other conventional ways of reporting spoken language performance. Experiment 1 concerns the Council of Europe’s Framework for describing second language proficiency. Experiment 2 concerns the prediction of the intelligibility of non-native speech using SET-10 scoring and modifications to that scoring.


This a textbook used in FL 396, which compiles multiple researches about assessments in foreign language education.


In this book Gardner describes an education that clarify the theory of evolution, the music of Mozart, and the lessons of the Holocaust. In here, Gardner envisions an education that preserves the strengths of a traditional humane education while preparing younger generations for the challenges of the future.


This paper describes analysis of cloze tests in their natural occurrence. This paper revealed that under the prior-knowledge condition, textually cohesive cloze-test items showed a significant sensitivity to sentence scrambling.


This article focuses on the use of portfolios for learning and professional development in Higher Education. This article speaks about recent research findings related to learning and assessment, and the use of portfolios for summative assessment and development of teaching and reflective practice dominates the literature.


This provides guidelines and steps for designing a comprehensive assessment program that ensures assessments and grades lead to timely, accurate feedback on specific, standards-based learning goals.

This book put together 23 articles that analyses practical and technical aspects of language testing research. Topical areas include: testing of general proficiency; the hypothesis of a single unitary factor accounting for reliable variance in tests; the structure of language proficiency; pros and cons of cloze testing; a new functional testing approach; and possible resolutions of the various controversies.

This book contains necessary information to help teachers deal with the assessment concerns of classroom teachers. The major theme is that classroom assessment should help teachers make better educational decisions.

This article discusses authenticity in language testing in relation to language proficiency. This paper looks at both sociolinguistic and psychometric principles, as they are concerned with authenticity and validity as well as the inferential distance that separates face validity from technical validities.

This book is related to what is known as communicative language teaching (CLT), also it discusses current issues and promising avenues of inquiry.
Glossary

**Alternative assessment**: various instruments that are less traditional and more authentic in their elicitation of meaningful communication.

**Analytic scoring**: an approach that separately rates a number of predetermined aspects (e.g., grammar, content, organization) of a test-taker’s language production (e.g., writing); as opposed to holistic scoring.

**Aptitude test**: a test designed to measure capacity or a general ability before taking a foreign language course.

**Assessment**: an ongoing process of collecting information about a given object of interest according to procedures that are systematic and substantively grounded.

**Authenticity**: the degree of correspondence of the characteristics of a given language test task to the features of a target language task.

**Biased for best**: providing conditions for student’s optimal performance on a test.

**Bottom-up processing**: comprehending language by first attending to the “smallest” elements (e.g., letters, syllables, words) of language and the combining them into increasingly larger elements, as opposed to top-down processing.

**Cloze**: a text in which words are deleted and the test-taker must provide a word that fits the blank space.

**Communicative test**: a test that elicits a test-taker’s ability to use language that is meaningful and authentic.

**Computer-adaptive test** (CAT): instruments in which test-takers receive a set of questions that meet test specifications and that are generally appropriate for their performance level.

**Criterion-referenced test**: a test designed to give test-takers feedback, usually in the form of grades, on specific courses or lesson objectives; the distribution of the students’ scores across a continuum may be of little concern.

**Diagnostic test**: a test that is designed to diagnose specified aspects of a language.

**Dictation**: a method of assessment in which test-takers listen to a text and write down what they hear.

**Direct testing**: an assessment method in which the test-taker actually performs the target task.
**Discrete point test**: assessment designed on the assumption that language can be broken

**Distractor efficiency**: the effectiveness of the distractor to attract a test-taker away from the correct response

**Distractors**: responses in a multiple-choice item used to divert or distract the test-taker from the correct response

**Formal assessment**: systematic, planned exercises or procedures constructed to give teacher and student an appraisal of student achievement

**Formative assessment**: evaluating students in the process of “forming” their competencies and skills with the goal of helping them continue that growth process

**Gate-keeping**: playing the role of allowing or denying someone passage into the next stage of an educational (or commercial, political, etc.) process

**High-stakes test**: an instrument that provides information on the basis of which significant decisions are made about test-takers

**Holistic scoring**: an approach that uses a single general scale to give a global rating for a test-taker’s language production, as opposed to analytic scoring

**Indirect testing**: an assessment method in which the test-taker is not required to perform the target task; rather, inference is made from performance on non-target tasks

**Informal assessment**: incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the student

**Information transfer**: a process in which information processed from one skill (e.g., listening to a telephone message) is used to perform another skill (e.g., writing down name/number to return a phone call)

**Integrative test**: a test that treats language competence as a unified set of interacting abilities of grammar, vocabulary, reading, writing, speaking, and listening, see discrete point test

**Interview**: a context in which a teacher engages in a face-to-face question-and-answer dialogue with a student for a designated assessment purpose

**Item discrimination**: a statistic used to differentiate between high- and low-ability test-takers

**Item facility**: a statistic used to examine the percentage of students who correctly answered a given test item
Multiple-choice test: an assessment instrument in which items offer the test-taker a choice among two or more listed options

Multiple intelligences: types of intelligence that extend beyond traditional IQ-based concepts, such as spatial, musical, kinesthetic, naturalist, interpersonal, and intrapersonal

Norm-referenced test: a test in which each test-taker’s score

Objective tests: tests that have predetermined fixed responses

Performance-based assessment: assessment that typically involves oral production, written production, open-ended

Picture-cued items: test questions in which a visual stimulus serves to prompt a response or in which the test-taker chooses, among visuals, a response that correctly matches a spoken or written prompt

Placement test: a test meant to place a student into a particular level or section of a language curriculum or school

Practicality: the extent to which resources and time available to design, develop, and administer a test are manageable and feasible

Primary-trait scoring: in a written test, a single score indicating the effectiveness of the text in achieving its primary goal

Proficiency test: a test that is not limited to any one course, curriculum, or single skill in the language; rather, it tests overall ability

Reliability: the extent to which a test yields consistent and dependable results

Rubrics: statements that describe what a student can perform at a particular point on a rating scale

Schemata: background knowledge; cultural or world knowledge

Scoring rubric: rating scales that are specifically used for scoring results of performance assessments.

Standardized tests: tests that presuppose certain standard objectives or performance levels

Summative test: a test that aims to measure, or summarize, what a student has grasped and typically occurs at the end of a course or unit of instruction

Task-based assessment: assessments that involve learners in actually performing the
behavior that one purports to measure

**Test**: a method or procedure for measuring a person’s ability, knowledge, or performance in a given domain

**Top-down processing**: comprehending language by first attending to the “larger” elements (e.g., paragraphs, discourse, pragmatics) of language and then possibly decomposing them into smaller units until the whole message has been processed, as opposed to bottom-up processing

**Validity**: the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment

**Washback**: the effect of assessments on classroom teaching and learning