

Formative Assessment in the Foreign Language Classroom

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Defining Formative Assessment

Formative Assessment: French 1-4 Classroom

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Formative Assessment Dos and Don'ts

- ✓ Do make learning targets clear and achievable goals
- ✓ Do provide individual and class feedback so that students know if they are progressing towards their goals
- ✓ Do allow students multiple attempts to meet a learning target

- Don't give grades based on homework or participation
- Don't give students zeros for late work
- Don't use grades as punishment

Notes:

Data Collection

Formative Assessment: Spanish 1 Classroom

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Presentation Notes:

- Focus on learning over the grade!
- Formative Assessment Scoring
 - 1- needs more practice to meet target
 - 2 - needs a little more practice to meet target
 - 3- met the target
 - 4 - above the target

- When 80% of the class has a 3 or 4, the class is ready for a summative assessment.
- Learning Targets should be task specific and in student friendly language.

Learning Target Examples:

Learning Targets 1: Español 1

1. I can listen to commands and perform the commands correctly.

2. I can read Spanish commands and pick out the correct picture to match the command.

3. I can look at pictures and write complete sentences in Spanish describing the pictures with few spelling errors.

Unit Design

Formative Assessment: Spanish 2-4 Classroom

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Example Planning Organizer:

Learning Target	Assessments	Points/Category	Standards Met
1. I can recite the alphabet in random order.	<p><u>Formative Assessment:</u></p> <ul style="list-style-type: none"> • Reminder that goals 1-4 are to help students complete goal 5 (Basic Conversation). • Speaking- Repeat letters after me. • Listening- Students listen to the teacher spell words from the vocabulary list and guess the words. • Speaking- Students spell different words from their vocabulary lists to a peer and guess the words. • Writing- What the? Students need to uncover the secret messages written phonetically. • Writing- Students write words out phonetically to focus on all the sounds that comprise the words. • Speaking- Looking at letters on the board, students need to repeat the letters in random order. Think of ways to remember tricky ones. (ej. K=caw (crow sound)) • Speaking- Flash Cards as a class. • Speaking- Mini flash cards with a peer. Put cards in piles based on whether you know them or not. • Speaking- Practice assessment- 10 random letters. Students need to record their practice scores in their learning target packet. <p><u>Summative Assessment:</u></p> <ul style="list-style-type: none"> • List of 10 letters randomly chosen (multiple sets of 10). • Students have 3 seconds per letter before they need to move on. 	Speaking 10 pts.	Ntl.- 4.1

Tiered Learning Targets:

Spanish 2 Review Unit

1. I can recite the alphabet in random order.
2. I can recite numbers 1-30 in random order.
3. I can match subject pronouns with the appropriate conjugated verbs in the present tense and can complete sentences with the correct form of a verb (-er, -ar, -ir, and irregular verbs).
4. I can correct student errors that describe people and objects by using adjectives that do not match the number and gender of nouns.
5. I can have a basic Spanish conversation with a peer.

Spanish 3 Review Unit

1. I can correctly use “gustar” and “encantar” to explain when someone does or does not like something or someone by looking at pictures and writing a complete sentence about them.
2. I can correctly conjugate verbs in the present tense to complete sentences.
3. I can identify the correct formula and use it in a sentence for a particular situation (have to, going to, have just, and one must).
4. I can determine when to use “ser,” “estar,” and “tener” to mean “to be” by reading a student’s letter and correcting errors with these verbs.
5. I can create a biography of a peer to present to the class.

Spanish 4 Review Unit

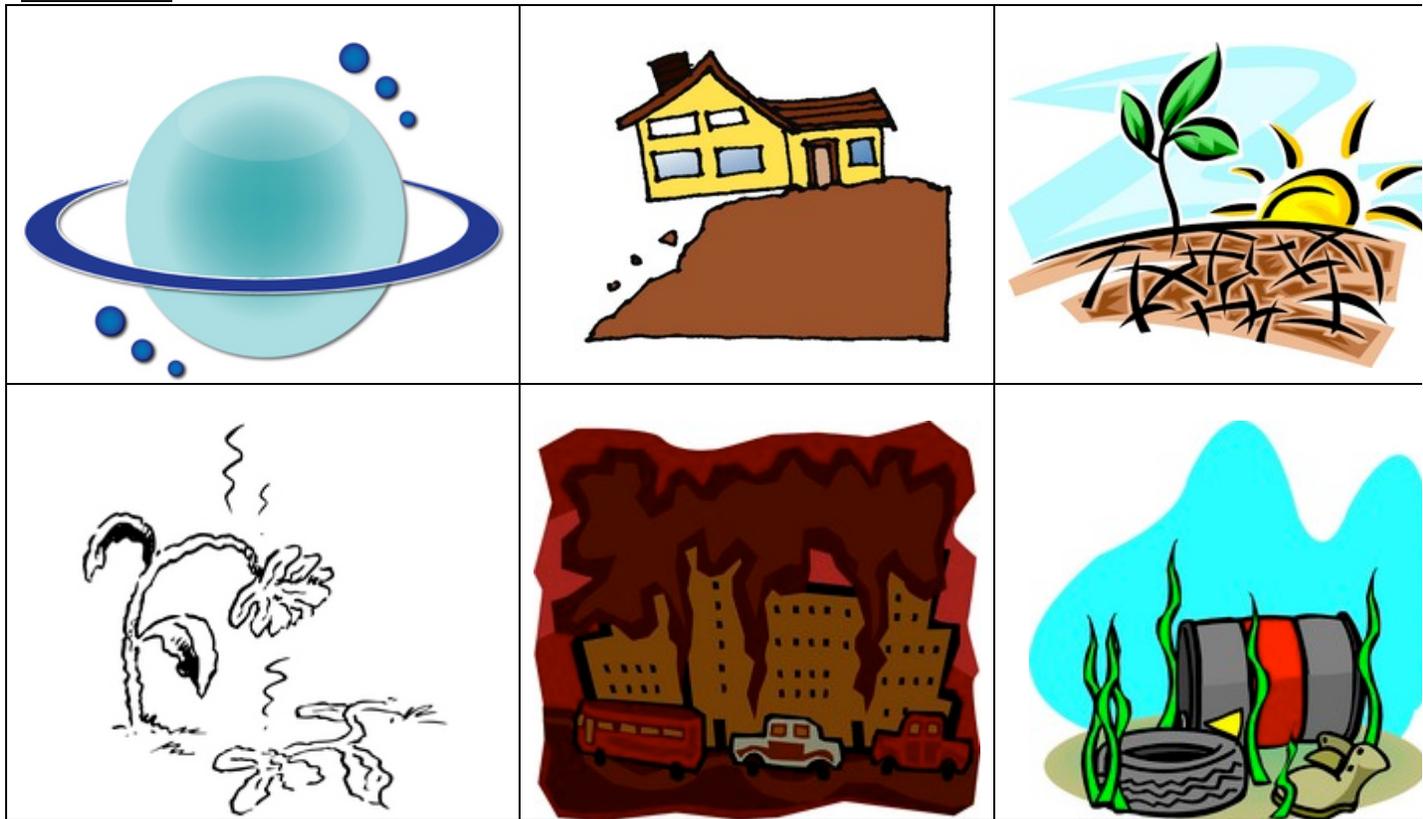
1. I can use verbs like “gustar” to explain people’s perspectives.
2. I can conjugate regular and irregular verbs in the present tense to complete sentences.
3. I can differentiate between “saber”/”conocer” and “ser”/”estar” by fixing errors in a student’s e-mail.
4. I can conjugate reflexive verbs correctly in a variety of sentences by listening to students’ current hygiene routines and by making recommendations.
5. I can make comparisons in Spanish by looking at two pictures and by writing a statement about them.
6. I can create a pamphlet for my future school or career.

Formative Assessment Strategies

Formative Assessment: All Foreign Language Classrooms

Informal Formative Assessments:

- Thumbs up/Thumbs down: After practicing a skill, ask students how they feel they are doing by showing thumbs up or thumbs down. Alternative: Students show a scale of 1-5 on their hand.
- Ticket out the door (Exit Slip): Determine if the lesson was successful by asking students to complete a quick question on their way out the door.
- Stop/Go: Give each student a card with stop sign on one side and a go sign on the other. As students are learning a new concept, they can flip the card to the stop sign when they need more explanation.
- Whiteboards: Students practice writing on a small whiteboard and then hold up their boards and compare their answers with the teacher's answer. Works great for spelling, vocabulary, verb conjugation, etc. Alternative : Students practice in pairs with flashcards.
- Scale of 1-4: The teacher evaluates a performance task (like a conversation) on a scale of 1-4. 4= You got it ! 3= Almost there. 2= Needs work. 1= Needs a lot of work.
- Four Corners: The teacher displays a question and 4 choices. Students choose an answer by going to different corners of the room. This will help the teacher determine which concepts are the most difficult for the class.
- Sequence Cards : Give students cut up sentences and have them try to put all of the words in sentences that make sense. This activity can be done individually or in pairs.
- Mini-Quizzes: Give students multiple quizzes in the same format as the test, so they can check their understanding.
- Snowball Fight: Have each student write a question or action statement on a piece of paper. Then, they all need to ball them up and on the count of three throw them at each other. When the « fight » is over, each student needs to pick up a piece of paper from the ground and either answer the question or complete the action statement written. Link this task to your current learning target to give students a fun way to review classroom material.
- Musical Chairs: Using whiteboards, have students sit in a circle. Then, ask students a question or have them translate a word. Play some music in the background, and as soon as students have the answer, they need to hold their boards in the air. If they have the incorrect response, they need to fix it and hold up their board again. The last person to have the correct response loses a spot in the circle, and the circle slowly closes in with each round.

Flash Cards

All clipart retrieved from iCLPART for Schools from the Grant Wood AEA Online Resources

Instructions:

Unless a unit lends itself to more of a TPR approach, I give students mini-flash cards to practice their vocabulary. They are not allowed to write on them until I give them permission. We do a lot of activities with these cards, some of which have been listed below.

- Vocabulary Acquisition- Before students write their vocabulary terms, they listen to the teacher say the word that corresponds to the picture and repeat it. Then, if they have questions about the exact meaning, they ask in language. After all the words have been repeated, select two cards to begin. Students should repeat the term for each card after you and line up the cards in order. Then, the teacher can ask for volunteers to say the words. Mix up the order. Then, add another card and repeat. Continue until most students feel comfortable pronouncing the words. Then, you could continue the activity and ask students to play the role of the teacher.
- Recognition Races- Pair students. One student needs to place all the cards face up on the desk. Then, when the teacher says a word, the first person to find the card and hold it up, gets to keep the card off to the side in a pile. The person with the most cards off to the side at the end wins.
- Categorization- Students listen to the words being spoken and place them in categories.
- Speaking Portfolio- Students can take the flash cards they have used for the year and paste them on pages of a book, based on categories the teacher gives them. Then, they can have a conversation with a peer using the book (without writing in it) to demonstrate their learning.

Extension Activity: Fr 2 –er verbs

Note to teachers: Extension activities can be used when a group of students have mastered the learning target, but other students still need more practice. You can encourage students to practice the same skill, but with new vocabulary. They would take a learning target quiz at the same time as the rest of the class, but it would be an extension learning target. Extension learning targets are not typically part of the student's grade.

Students:

Bravo! You've met the learning target, which means that you can conjugate -er verbs. While the rest of the class is still practicing, you can learn some new verbs we will use this year in Français II. Look up the definition of the following verbs and write them in the squares below. Then make flashcards with the verb *en français* on one side and a drawing that represents the verb on the other.

Gagner	Chercher	Aider	Bavarder
Apporter	Inviter	Laver	Oublier
Penser	Trouver	Prêter	Disputer
Désirer	Détester	Compter	Imaginer

Extension Learning Target Quiz

Word Box :

Gagner	oublier	aider	prêter	penser	chercher	bavarder	imaginer	trouver	laver
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1. You imagine
2. We win!
3. They help
4. I forget
5. They (f) chat
6. The teacher lends
7. You (formal) think
8. I find
9. You wash
10. He is looking for (a pen)

Les Questions

Learning Target : I can answer a variety of questions about myself and my life.

- Write 10 questions on notecards that you can answer about yourself and your life.
Use a variety of question words!
- I will choose 5 of them to ask you in a conversation.
- To help you prepare, you may write your answers on the back of the card, but I will not look at that during the conversation.
- If the conversation goes well, you can keep your score. If not, you can keep practicing and try again.

Individual Question Response Rubric

Each question is worth 2 points.

½ point	Responses barely comprehensible, with several key words or grammatical structures missing or incomprehensible.
1 point	Responses mostly comprehensible. One or two key words or grammatical structures missing or incomprehensible, requiring some interpretation on the part of the listener.
1 ½ points	Responses comprehensible, requiring minimal interpretation on the part of the listener. There may be small vocabulary, grammar, or pronunciation errors that do not detract from overall meaning.
2 points	Responses readily comprehensible, requiring no interpretation on the part of the listener. All required elements are included.

Overall Fluency Rubric

You will be given an overall fluency score worth 4 points.

1. Speech halting or uneven with long pauses, incomplete thoughts, or breaks into English.
2. Speech choppy and/or with frequent pauses; little or no incomplete thoughts or English.
3. Some hesitation, but manages to continue and complete thoughts.
4. Speech continues with few pauses or stumbling.

Telephone Conversations

Learning Target: I can call my friends and invite them to do various activities with me. I can use telephone manners and accept/refuse invitations from others.

Answer the phone.	Say who's calling.
Greet the person.	Ask if they want to do something with you.
Tell them you'd love to. Ask what time	Say a time. Say see you soon.

Answer the phone.	Say who's calling.
Greet the person.	Ask if they want to do something with you.
Say you can't, you have to do something else.	Say too bad (Dommage!). Goodbye.

Note to teachers:

Students can speak in front of the teacher and get feedback. If they meet the learning target, they can keep the score. If not, they can keep practicing. For a summative assessment, they can keep all of their speaking activities in a portfolio and then choose activities from it at the end of each quarter to demonstrate their knowledge.

Windowpanes

- Draw windowpanes on the board before the class enters (see below).
- At the end of class, put students into groups. Assign each group a topic or ask them to generate topics from the class period that were important. Each group is responsible for completing one drawing or list (depending on the topic) and then for taping the group's paper in a pane on the board.
- One person from each group will explain the drawings for the class.
- Discuss.
