

# Assessment of proficiency in Critical Languages

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# Overview

- I. What is Assessment?
- II. How to select appropriate assessments
- III. Available Critical Language Assessments
- IV. How to adapt or develop appropriate assessments
- V. What can we expect?

# What is Assessment?

## CLASSROOM-BASED

- As instructors, we need to be able to track our students' language growth. **Assessment** is how we do this.
- Assessment = the opportunity to enhance, empower, and celebrate students' learning while giving guidance to instructors.
- monitor students' daily progress using **formative** assessment,
- check in on student progress at key points in the school year using **summative** assessment.

# How to Design Appropriate Assessments

- Understanding of Assessment and different ways to assess your students
- Assessment and instructional approach, content and focus match
- Age/grade level/program appropriate
- Practical and affordable
- Worth the instructional time devoted to administering it
- Provides the information needed

# What is Assessment?

## EXTERNAL ASSESSMENTS

- Possibility of comparison of student results to those of other programs
- More objective view of student proficiency
- Only valid and reliable if a number of conditions are met

# How to Select Appropriate Assessments

- Assessment and instructional approach, content and focus match
- Age/grade level/program appropriate
- Practical and affordable
- Worth the instructional time devoted to administering it
- Provides the information needed

# Challenges

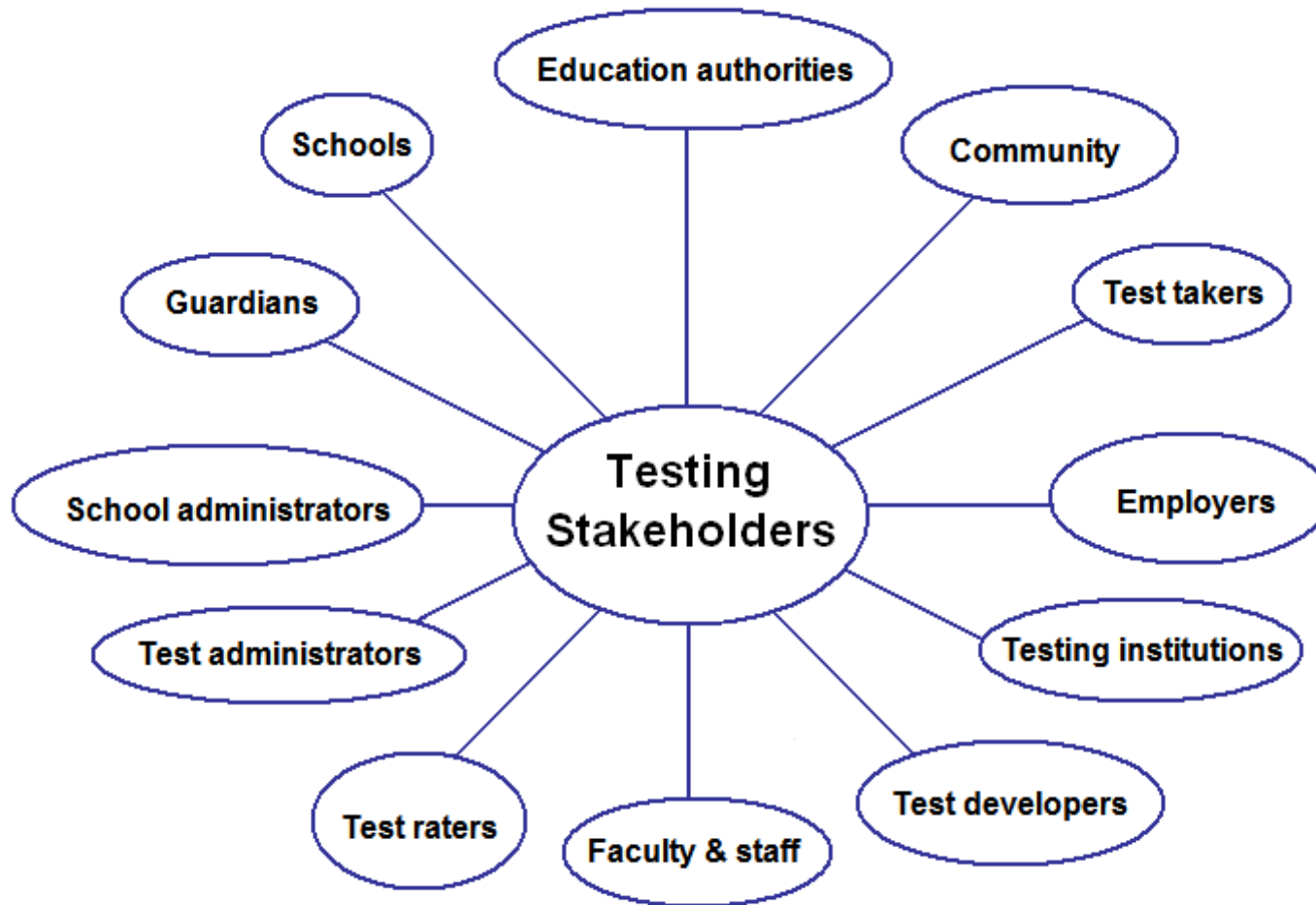
- Range of assessment knowledge – whether designing or selecting an assessment
- Lack of existing material that is developmentally or content-appropriate

# Impact

- Who will be affected by the assessment results: parents, students, teachers, administrators, funders, and more. These people are all **stakeholders**.
- Tests can have positive or negative effects (washback)



# Stakeholders



# Assessment and LCTLs

- Assessing Less Commonly Taught Languages can be more difficult due to a smaller pool of assessment resources from which to draw.
- When ready-made assessments are not available, instructors must develop their own assessment materials, making it even more important that they understand the principles of assessment.

# Assessments and Resources

- The handout will help you meet your needs:
- Lists resources that you can use to help you develop your own assessments or determine which existing assessments will meet your needs.
- Lists tests or assessments that are currently available.

# What levels of proficiency can be expected?

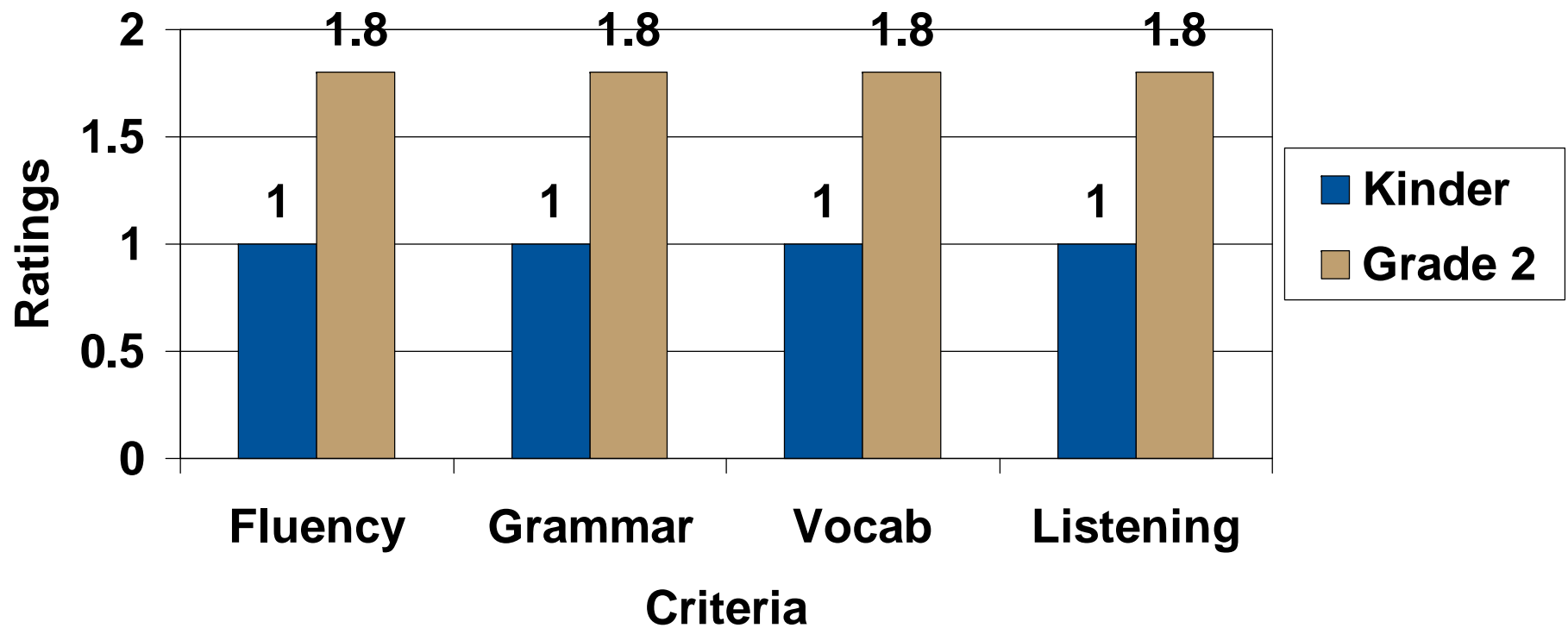
- When selecting an assessment, ask what data they have on proficiency levels attained at different grade levels and program types.
- CAL – ELLOPA results for Chinese elementary school programs – some preliminary data to share

# CAL Junior Ratings

- 1 = Jr. Novice Low
- 2 = Jr. Novice Mid,
- 3 = Jr. Novice High,
- 4 = Jr. Intermediate Low

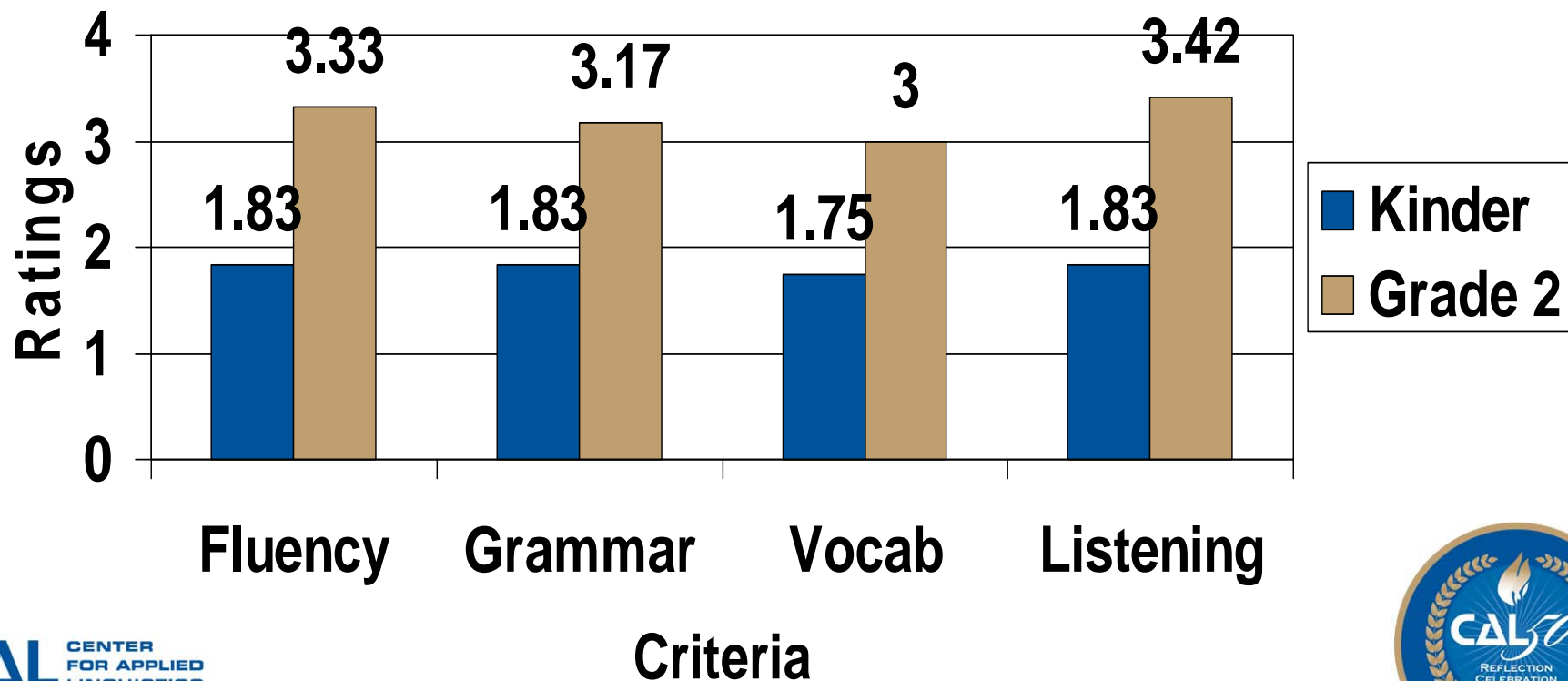
# What Proficiency levels can be expected?

## Oral Proficiency FLES



# What Proficiency Levels can be expected?

## Proficiency Levels Total Immersion



# Thank you!

If you have further questions please contact me:

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