Assessments in Second Language Teaching

Suggestions from students and classmates

|  | Assessment for… | Assessment as… | Assessment of… |
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|  | Quizzes; oral introductions (I love using our introductions as part of my formative assessment to determine if I have made sure to appropriately teach the sounds of Secwepemctsin). | Assignments (i.e., our communicative assignment); peer feedback (i.e., “Sally, your rendition of Coyote Juggles His Eyes showed me a different way of telling that story!) | Oral interviews or presentations. |
|  | Beginning. 20 question with ramped grammatical difficulty for assessing where a student is at entry to a program. AKA. Level check. | Talking about the student’s language ability with the student while using the second language. | Projects and Presentations are good for adults. Games for kids. |
|  | WordClouds to inventory what they have learned/resonated with so far.  | Student reflections | Presentations (choice of how) |
|  | KWL Chart  | Learning and translating songs/lyrics.  | Scripts, or scenes regarding scenarios using language themes. |
|  | Jeopardy/Kahoot games  | Writing assignments in the learned language. Maybe the students can write a brief journal entry about their weekend in the language!  | Have students pair up and give them a prompt to have a brief conversation in the learned language. Give students time to practice beforehand. |
|  | One-minute write - schema activation. In one minute, write down as much as you know on a specific topic | 2 Stars and a Wish | Dialogue using current vocabulary |
|  | 4 Corner Kahoot or Classroom Jeopardy | Structured Exit Ticket or Journal | Quiz or Oral Presentation |
|  | Muddiest PointStudents will do a self reflection as to where in the lesson that things got confusing. | Journal | Oral presentation of your virtual shopping trip |
|  | Games: Buzz/ kahoot..etc. | Exit ticket | Oral Conversation |
|  | Journal reflections, have students write a reflection of what they learned or what they hope to accomplish/learn, no marks would be accounted for.  | Using Think-Pair-Share assessment in the second language. Using the ticket out the door strategy that will be used for students to share any information/knowledge that they learned.  | Test the students based on their knowledge of the second language (even though tests aren’t a #1 choice) Have students act out a performance, or simply ask the students a couple of questions and have the students respond in a second language.  |
|  | One minute write: have the students write out as much of the language as they remember in one minute. No stress, no marks, just to see where everyone is at. | Fill in the blank song: give the students song lyrics with some words omitted, have them listen to the song and fill in the missing words. Assesses the ability to understand the verbal language. | Presentation: have students present on any topic they like, but in the other language. Change the length and expectations depending on the grade/level |
|  | ​​Exit card are written responses by the students to a question posted at the end of a class or at the end of a learning activity | Feedback sandwiches are a great way for students to reflect on their learning. They state a positive feedback then something they wish to improve on and another positive feedback. | Authentic language oral task. Have students communicate with a given scenario |
|  | Kahoot Game: Have students review the vocabulary that they are learning through an interactive kahoot game. Students would be given the word in the second language and choose what it is in English or vice versa. | Self-assessment on specific assignments. Have students explain their thinking. | Skit!Have students create a skit (ordering from a restaurant)and perform it to the class.  |
|  | Oral instructions with hand gestures |  | Music Wednesdays: students choose a song in that language and we dissect the lyrics as a class |
|  | ReviewBingo Game:Have students find the word in the language (say it in english) until they have a full row. | One on One conversation: Have rotating groups with different language activities, with one station including one on one conversation to check for understanding/have a conversation regarding language being taught. | Oral language: Authentic Language activity. Have students converse using the vocab/sentences that have been taught during the lesson in order to check for understanding.  |
|  | Think pair share. Have students answer a question in the chosen language. Find a partner and share. | Journaling. A weekly journal in which students discuss challenges they are having in the language as well as success. | Dialogue conversation between students. Have set topic and words learned. Have students talk out the scenario and conversation using the expected words. Checking for pronunciation can be done. |
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|  | Blooket: ​​<https://www.blooket.com/> Kind of like a Kahoot but a little bit more interactive.  | Conversations: Having one-to-one conversations with students to check for understanding.  | TPR (Total Physical Response): You could assess students' understanding on vocabulary and commands.  |
|  | Sound booklets Circle the sounds of the week | Bingo games using sounds of the week once the students have a line using all the sounds | Oral storytelling using words with the sound of the week |
|  | KWL Chart / Learning Journal / Self-Assessment | Exit ticket of specific vocabulary from the unit | Small group presentation of vocab / activity / conversations |
|  | Language Fair! Students can bring in food or artifacts from the culture of the language they are learning. |  Students visit each others booths and have conversations about what they know! | Students present their booth with a few sentences they are learning. |
|  | 30 second share… have students individually share what they learned either in small groups or entire class. Give them 30 seconds for them to explain everything they learned.  | Audio recordings… students can record themselves speaking and listen to themselves pronounce words and recognize their strengths and stretches. | Poster!.. Students can create a fun and engaging poster that highlights their learning. Students can also have a language fair using their poster boards.  |
|  | Kahoot, blookit or matching games to get a base for the students knowledge in a fun and engaging format.  | Interviews with the students. Have the students talk about themselves or their learning in an interview style, the students can do this with the teacher or in pairs.  | Have the students put on a performance in the second language and give each students a script for their role.  |
|  | Two-Dollar Summary: Students pull out a blank piece of paper to write a two-dollar summary about something new they learnt. Each word is worth 10 cents.  | Two-Dollar Summaries as a summative assessment. | Students who wish to share, could present their summaries to the classroom. First, in the language being studied, then repeated back in English. |
|  | One on one 1-minute conversations/monologues with the instructor. This way the teacher is able to see the students individual abilities but also able to give feedback in the moment.  | Students can self assess their work against the rubric provided to show what they are proud of, where they think they are doing well/excelling, where they think they need more practice. | In partners or small groups, students can write out a 2-3 minute skit that uses grammar structure/vocabulary learned/idioms/phrases etc. that have been learned in the unit, they can either record them or present them to the teacher/class.  |
|  | Exit tickets allow students to show where they are at with their learning  | One on one conversations with students. Talking with students you can ask specific questions or just allow students to talk about what they know. It is a great way to see what students know. | Quizzes. Quizzes can be stressful for students but are very valuable to understand where students are at in their learning. Even having quizzes that are not for marks can allow teachers to see what they need to focus on in their teaching.  |
|  | Introduction build up - see how students are progressing week after week. | Bingo is a great way to see if students know the vocabulary that you have been teaching in class. You can read the word in English and they have to cross off the word in the other language.  | A portfolio of all of the learning that has happened over the unit can allow students to showcase what they have learned.  |
|  | Smoking pencils- students write an introduction on themselves using as much as the language as they can for the duration of the song. Teacher collects to see what students know. | Conversation club based on headlines or topics from a hat. Either with their peers or with native speakers of the language. | Levelled Book Summary/Study |
|  | KWL charts, discussions | Think Pair Share- What did we learn today, talk about what you learnt, tell the class, exit tickets | Learning portfolio, test, quiz, verbal task, presentation, drawing, video, essay, etc. |
|  | Surveys | Reflection journal | Oral language presentation |