

Assessment Resources for Instructors of STARTALK Languages

These resources have been assembled by the Center for Applied Linguistics STARTALK Performance Assessment Training Program team to help language educators readily access online resources related to assessment. Many of these resources have been used in the past as part of the CAL STARTALK program, and provide information about guidelines and standards, assessment concepts and principles, and practical activities. Each resource is presented with a description and suggestions for use. Click on the hyperlinked resource titles to visit them online.

Guidelines/Descriptors/Standards

[ACTFL Performance Descriptors for Language Learners](#)

Description	These Performance Descriptors provide guidance for teaching and assessing language learners by describing how learners perform as they acquire a language. The descriptors align with the progression of language learning and inform the planning and sequencing of instruction. These descriptions of performance outline approaches to identify instructional outcomes.
Suggestions for use	Using a backward design model, these performance descriptors can serve as the starting point for planning instruction, classroom activities, performance tasks, and assessments.

[ACTFL Proficiency Guidelines 2012](#)

[ACTFL Proficiency Guidelines 2012 – Language-specific versions and samples](#)

Description	<p>The ACTFL Proficiency Guidelines describe spontaneous and unrehearsed language produced relative to four skills: speaking, writing, listening, and reading in real-world situations. The Guidelines identify five major levels of proficiency for each skill: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels (Advanced, Intermediate, and Novice) are divided into High, Mid, and Low sublevels.</p> <p>The Guidelines are available in English in PDF format. Versions of the Guidelines in multiple languages with annotated multimedia samples at each of the five levels of proficiency are available on the ACTFL website.</p>
Suggestions for use	The ACTFL Proficiency Guidelines underlie the ACTFL Performance Guidelines for K-12 Learners (1998). The Guidelines, along with the World Readiness Standards for Language Learning, can be used to describe how well students meet content standards.

	The language-specific versions and samples will help users gain a deeper understanding of the Guidelines and what student performance looks like at the different proficiency levels.
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[NCSSFL-ACTFL Can-Do Statements](#)

Description	The NCSSFL-ACTFL Can-Do Statements provide learners with a self-assessment checklist that can be used to assess the functions they can perform in the target language. The Can-Do Statements are aligned to both the Standards and the ACTFL Guidelines and are available in PDF format by level.
Suggestions for use	<p>The Can-Do Statements:</p> <ul style="list-style-type: none"> • Provide performance objectives for lessons, days, units, and courses. • Help students track their own progress and set personal proficiency goals. • Provide feedback to instructors and administrators on students' assessment of their own progress; this information can then help plan instruction.

[STARTALK-Endorsed Principles](#)

Description	STARTALK student language programs strive to adhere to best practices in language teaching. To that end, STARTALK has published its principles for language learning to help guide STARTALK programs to enhance and maximize student learning.
Suggestions for use	The principles can be used to guide the development and implementation of world language curricula and identify key features of effective classroom instruction. These principles apply to all language programs, not only those that are funded by STARTALK.

[Teacher Effectiveness for Language Learning \(TELL\)](#)

Description	The Teacher Effectiveness for Language Learning (TELL) Project is an initiative of AdvanceLearning. It consists of products and processes that can be used to help world language teachers become more effective. The Teacher Effectiveness for Language Learning Framework is at the center of the TELL Project and includes a range of useful tools and resources.
Suggestions for use	The framework and associated tools and resources can be used to assess teaching effectiveness and to inform curriculum, lesson plan

	development, and instruction. The framework can be used to thoughtfully structure teacher development processes as well.
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[World-Readiness Standards for Learning Languages](#)

Description	The World-Readiness Standards for Learning Languages define standards for world language instruction. These standards consist of the five Cs: Communication, Cultures, Connections, Comparisons, and Communications and emphasize the importance of implementing a language curriculum that prepares students to be global citizens.
Suggestions for use	A key step in designing curriculum and planning for assessment is the identification of the standards addressed by instruction. Reviewing the World Readiness Standards will help identify and align instruction to these nationally recognized standards.

Resources for Understanding Concepts/Principles

[ACTFL Guiding Principles Opening Statement](#)

[Backward Design for World Language Teachers](#)

Description	Backward design is a concept that facilitates the development of curricula as beginning with the end goal in mind. This introduction to backward design will help create a better understanding of both the concept and how it applies to an effective, well-designed language curriculum with assessments and activities that link to the course objectives.
Suggestions for use	This resource is helpful for gaining an overall understanding of backward design as it applies to the world language classroom.

Understanding Assessment: A Guide for Foreign Language Educators

Description	This tutorial helps new users of the Foreign Language Assessment Directory conduct relevant searches and is also an excellent resource on the basics of language testing. The tutorial defines common testing terminology, including the key principles of validity, reliability, practicality, and impact. With these principles in mind, the tutorial walks users through the process of evaluating these factors when making assessment decisions.
Suggestions for use	This tutorial supplies tools to identify tests to match your needs and your students' needs. It can be used to help instructors and program administrators consider important factors when making assessment decisions.

Understanding by Design Framework

Description	This white paper goes into great detail about how to apply Backward Design in the classroom.
Suggestions for use	This resource can help readers develop a more in-depth understanding of the overall principles of Backward Design.

Practical Resources/Activities

Sample Assessment Tasks

Description	These four sample assessment tasks for different proficiency levels and languages were developed for the STARTALK Performance Assessment Training Program. Each task is tied to a Can Do statement from the NCSSEFL-ACTFL Can Do statements.
Korean	Making Kimchi (Novice, High School Level)
Persian	Writing a Thank You Letter to Your Host (Intermediate, Middle School Level)
Portuguese	Amazon Rainforest Creatures (Novice, Elementary School Level)
Russian	Childhood Scrapbook (Advanced Middle/High School Level)
Suggestions for use	These tasks can be used as is or as inspiration for the development of other tasks.

[Seven Keys to Effective Feedback](#)

Description	Grant Wiggins defines and provides guidance on how to provide effective feedback to students.
Suggestions for use	This resource will help language teachers incorporate effective feedback methods into their teaching in a way that helps students understand their learning progress and set goals

[Using Student Self-Assessment in the World Language Classrooms](#)

Description	This document provides an overview of self-assessment and research on self-assessment as well as links to useful resources.
Suggestions for use	This document provides insight into self-assessment and how to best use self-assessment in the classroom.

[Website Resources and Language Resource Center Materials](#)

[AELRC Resources](#)

Description:	This page provides links to AELRC’s evaluation and assessment resources.
Suggestions for use:	These practical resources are designed to help language educators assess their students and evaluate program effectiveness. The site provides “how to guidance” on language assessment and evaluation with a focus on college level language programs. Resources for language educators include two annotated bibliographies, one focusing on assessment and evaluation for heritage language learners, and another focusing on oral proficiency assessment.

[CARLA Assessment of Second Language Resources](#)

Description:	This page provides links to CARLA’s assessment resources including the virtual assessment center, virtual item bank, and information concerning resources for second language assessment.
Suggestions for use:	These resources enhance understanding of formative and summative assessment. Tools such as the virtual item bank can be searched and used as inspiration for developing assessments.

[CASLS LinguaFolio Network](#)

Description:	LinguaFolio is an e-portfolio for self-assessment and tracking student language growth. The CASLS website provides information about LinguaFolio and how to implement it in language programs. It also provides access to tutorials designed for both STARTALK and general language programs to learn about self-assessment and how to implement it in the classroom or program setting.
Suggestions for use:	This website can be used to become familiar with LinguaFolio and how to use it language programs.

[Heritage Language Evaluation and Assessment Annotated Bibliography](#)

Description:	This annotated bibliography synthesizes existing research on the unique assessment and evaluation needs of heritage language learners and programs.
Suggestions for use:	This resource can help to identify research and reports that help to assess heritage language learners, evaluate heritage language programs, and inform stakeholders of the needs of this population.

[STARTALK Assessment Resources](#)

Description:	The STARTALK search resources page provides easy access to assessment resources.
Suggestions for use:	This search page can be used to locate formative and summative assessments, resources, and training materials including multi-media presentations, videos, and STARTALK conference presentations.