

Appendix E: Assessment

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Self-assessment Checklist

姓名: Louis	年级: 6	日期: April 2
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我会 ...	我会	还不会
talk about how Chinese and English words are sometimes similar	✓	
tell when someone has not understood what I have said	✓	
use gestures to help make myself understood	✓	
ask for help when I am stuck	✓	
make mistakes in Chinese and not get discouraged		✓
check my work over to fix mistakes		✓

Note: This sample Self-assessment Checklist allows students to indicate their ability to perform various criteria.

Self-assessment Checklist

姓名:

日期:

年级:

我会 ...	我会	还不会

Self-assessment Rating Scale

姓名: Sophia

年级: 5

日期: April 22

我会

I can ...

从未

Never

有时

Sometimes

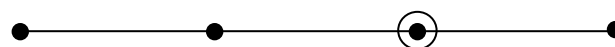
通常

Usually

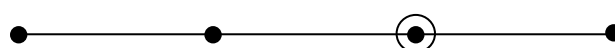
总是

Always

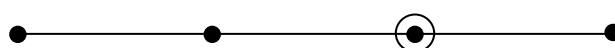
• 告诉别人我很高兴
tell someone I'm happy



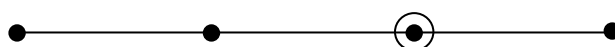
• 告诉别人我很伤心
tell someone I'm sad



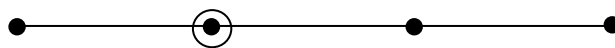
• 告诉别人我很生气
tell someone I'm angry



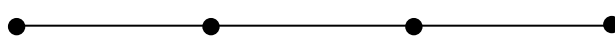
• 告诉别人我很累
tell someone I'm tired



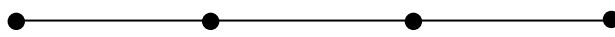
• 让别人知道我很惊讶
show someone I'm surprised



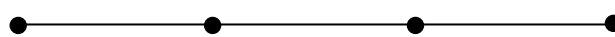
• _____



• _____



• _____



Note: All criteria in this sample address outcome A-2.2b. This Self-assessment Rating Scale demonstrates how students can assess their performance as it relates to particular outcomes. The teacher decides whether or not to follow up with other activities, such as goal setting.

Peer-assessment Checklist

姓名:	Nicole	年级:	6	日期:	February 14
同伴的姓名:	Janelle	活动:	Writing a Name Poem		

我的同伴会 ...	他会	还不会
use each letter of her name to start a descriptive word in Chinese	✓	
use descriptive words that are positive and describe her well	✓	
print Chinese words correctly	✓	

我喜欢你作品的地方是

Something I really liked about your work is: you picked really good Chinese words to describe yourself and they each started with the letters in your name.

建议改进的地方是

A suggestion for improvement is: check your spelling. We wrote lots of these words down in our language learning logs – they might be there. Or, you could use the dictionary.

Note: This Peer-assessment Checklist allows students to give each other feedback about particular aspects of their work. Comments written should be constructive and specific.

Peer-assessment Checklist

姓名:	年级:	日期:
同伴的名字:	活动:	

我的同伴会 ...	他会	还不会

我喜欢你作品的地方是

Something I really liked about your work is: _____

建议改进的地方是

A suggestion for improvement is: _____

Self-assessment Checklist and Goal Setting

姓名: Tah	年级: 4	日期: February 1
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评估标准	我会	还不会	下一步我应该做的是 ...
用问候与告别语 say hello and goodbye	✓		
听取别人的意见 listen to other people's opinions	✓		
在班上唱生日歌 sing "Happy Birthday" in class		✓	
说出拼音字母 say the alphabet	✓		sing the alphabet song to myself
在小组活动时用适当声音 use inside voice for group work	✓		think about being more quiet when I get excited
和其他组员合作 get along with group members	✓		

Note: This Self-assessment and Goal Setting checklist allows students to assess their abilities and set goals to improve.

Self-assessment Checklist and Goal Setting

姓名:	年级:	日期:
-----	-----	-----

评估标准	我会	还不会	下一步我应该做的是 ...

Long-term Goal Setting

姓名: Douglas

年级: 4

日期: September 30

Goal #1:

By the end of this term, I would like to: know what to say to ask for directions in Chinese.

To achieve this goal, I will: look up the words I need to know and write a role-play to perform with a friend.

My teacher can help me: with my pronunciation and make sure I am saying things properly. Maybe there's a video I can watch.

My parents can help me by: practising my role-play with me at home.

Goal #2:

By the end of this term, I would like to: learn more about what it's like to live in China.

To achieve this goal, I will: research China on the Internet and ask my neighbour, Mrs. Lim, what it's like to live there.

My teacher can help me by: bringing in books and pictures of China and, maybe, showing a movie.

My parents can help me by: buying me a book on China for my birthday and taking me to China on vacation!

Note: This goal-setting sheet allows students to set long-term goals for their own learning and could be included in students' learning logs.

Long-term Goal Setting

姓名:

年级:

日期:

Goal #1:

By the end of this term, I would like to: _____

To achieve this goal, I will: _____

My teacher can help me: _____

My parents can help me by: _____

Goal #2:

By the end of this term, I would like to: _____

To achieve this goal, I will: _____

My teacher can help me by: _____

My parents can help me by: _____

Anecdotal Notes

Student Name	Date	Activity	Outcome (Grade 4)	Yes	Not Yet	Comments
Michel	Jan. 8	Simon Says	LC-2.1a understand simple spoken sentences in guided situations		✓	Seemed to understand the directions but mixed up several body parts.
Josh	Jan. 8	Simon Says	LC-2.1a understand simple spoken sentences in guided situations		✓	Made some errors, followed some commands correctly, will do more review of vocabulary.
Ali	Jan. 15	Go Fish card game	A-3.3a manage turn-taking	✓		Consistently and accurately used turn-taking vocabulary.
Janna	Jan. 15	Small group discussion	A-3.3a manage turn-taking		✓	Sometimes acted out of turn and spoke when others were talking.
Marika	Jan. 17	Small group discussion	A-3.3a manage turn-taking		✓	Unproductive and acted out of turn today. Will discuss with her after class. Check again next class.
Marika	Jan. 25	Small group discussion	A-3.3a manage turn-taking	✓		New group, much better today. More effort and focus.
Michel	Jan. 25	Body part vocabulary review	LC-1.3a use a repertoire of words and phrases within a variety of lexical fields	✓		Improved use and understanding of vocabulary. Will try Simon Says again next week to check for learning.

Note: This form of Anecdotal Notes allows teachers to gather information about several different students as their performance relates to different learning outcomes at different times. In this sample, wherever an unsatisfactory performance was observed, the teacher planned another opportunity to observe the same student complete an activity in which the same learning outcome is addressed. The information provided by using this type of tool can be used to modify future instruction or to discuss students' learning.

Anecdotal Notes

Student Name	Date	Activity	Outcome	Yes	Not Yet	Comments

Observation Checklist

Student	Date	Activity	Outcome (Grade 4)	Student demonstrates that he or she has met the outcome.	
Leesa	Sept. 23	Singing traditional Chinese songs	A-6.1a use the language for fun	Yes	Not yet
Marc	Sept. 23	Singing traditional Chinese songs	A-6.1a use the language for fun	Yes	Not yet
Andreas	Sept. 23	Singing traditional Chinese songs	A-6.1a use the language for fun	Yes	Not yet
Su Mei	Oct. 1	Singing the alphabet song	LC-1.2a be aware of some elements of the writing system	Yes	Not yet
Jack	Oct. 1	Singing the alphabet song	LC-1.2a be aware of some elements of the writing system	Yes	Not yet
Ali	Oct. 10	Playing the alphabet game	LC-1.2a be aware of some elements of the writing system	Yes	Not yet
Maya	Oct. 10	Playing the alphabet game	LC-1.2a be aware of some elements of the writing system	Yes	Not yet
Philip	Oct. 10	Playing the alphabet game	LC-1.2a be aware of some elements of the writing system	Yes	Not yet
Simone	Oct. 25	Creating a personal dictionary organized by the alphabet	LC-1.2a be aware of some elements of the writing system	Yes	Not yet
Nour	Oct. 27	Creating a personal dictionary organized by the alphabet	LC-1.2a be aware of some elements of the writing system	Yes	Not yet
<p>Note: In cases where the student does not demonstrate a particular criteria, the teacher should plan an appropriate intervention.</p>					

Observation Checklist

Student	Date	Activity	Outcome	Student demonstrates that he or she has met the outcome.	
				Yes	Not yet
				Yes	Not yet
				Yes	Not yet
				Yes	Not yet
				Yes	Not yet
				Yes	Not yet
				Yes	Not yet
				Yes	Not yet
				Yes	Not yet
				Yes	Not yet

Checklist and Comments 1

Grade: 4	Date: May 3	Activity: Individual Q and A
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Specific Outcome: S–2.3a use simple productive strategies, with guidance, to enhance language use

Student Names:	Has met the outcome:	
	Yes	Not Yet
• <u>Jan</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Al</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Freddie</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Kevin</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• <u>Marissa</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• <u>Su Mei</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Abe</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• <u>Elise</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Nour</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Benjamin</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Lydia</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Franco</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Notes for future planning: do a role-play activity in which we talk about productive strategies students can use when speaking Chinese; e.g., use nonverbal means to communicate, use familiar repetitive patterns from stories, songs and rhymes, compensate for avoiding difficult structures by rephrasing. Students then record the ideas in their learning logs and set goals for using them.

Note: This Checklist and Comments tool demonstrates how a teacher can gather information on several students' performances as they relate to one learning outcome. The teacher can also use this information to plan for future instruction.

Checklist and Comments 2

Grade: 4	Date: October 5	Activity: Telephone conversations (invitations)
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Specific Outcome(s): A–3.2a respond to basic offers, invitations and instructions;
 LC–1.1a pronounce some simple words and phrases comprehensibly,
 LC–1.1b use intonation to express meaning; LC–1.3a use a repertoire of words and phrases in familiar contexts

Lance _____ **can:**

(Student name)

	Yes	Not Yet
• 邀请朋友做事 invite a friend to do something	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• 接受和拒绝邀请 accept and reject an invitation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• 发音准确 pronounce words accurately	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• 用正确的停顿和音调 use correct pauses and stresses	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• 用适当的爱好和词汇 use appropriate vocabulary about hobbies	<input type="checkbox"/>	<input type="checkbox"/>
• 独立地做作业 work independently	<input type="checkbox"/>	<input type="checkbox"/>

Done well: Seems to have a good understanding of the vocabulary.

Could improve: Seems not to understand intonation and how it can affect meaning.

Note: This Checklist and Comments tool demonstrates how a teacher can record information about student performance against several criteria. In this sample, the student is being assessed against the same criteria found in the sample rubric. The teacher could use a checklist to check student performance partway through a task, such as a telephone conversation.

Checklist and Comments 2

Grade:	Date:	Activity:
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Specific Outcome(s): _____

_____ can: (Student name)	Yes	Not Yet
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
Done well: _____		

Could improve: _____		

Rating Scale 1

Grade: 4	Date: March 10	Activity: Group classroom scavenger hunt
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Specific Outcome: A-3.3b encourage other group members to act appropriately

Student meets the outcome:				
Student Names:	Never	Sometimes	Usually	Always
• <u>Jeremy</u>	●	●	●	●
• <u>David</u>	●	●	●	●
• <u>Raj</u>	●	●	●	●
• <u>Sunita</u>	●	●	●	●
• <u>Alicia</u>	●	●	●	●
• <u>Kendra</u>	●	●	●	●
• <u>Taylor</u>	●	●	●	●
• <u>Billy</u>	●	●	●	●
• <u>Dimitri</u>	●	●	●	●
• <u>Kim</u>	●	●	●	●
• <u>Tran</u>	●	●	●	●
• <u>Frida</u>	●	●	●	●
• <u>Tim</u>	●	●	●	●
• <u>Tania</u>	●	●	●	●
• <u>George</u>	●	●	●	●
• <u>Lilly</u>	●	●	●	●
• <u>Hannah</u>	●	●	●	●
• <u>Wes</u>	●	●	●	●

Note: This sample Rating Scale demonstrates how a teacher can record the levels of performance for several students based on a particular outcome.

Rating Scale 2

Grade: 4	Date: November 12	Activity: Unit: My family
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Specific Outcome(s): A-1.1a share basic information, A-1.1b identify concrete people, places and things; LC-1.3a use a repertoire of words and phrases in familiar contexts; LC-3.2a produce simple written words and phrases in guided situations; S-2.3a use simple productive strategies, with guidance, to enhance language use

Student Name: <u>Tania</u>				
Criteria:	Never	Sometimes	Usually	Always
• was able to share basic information about his/her family	●	○	●	●
• identified the people in his/her family correctly	●	●	○	●
• used words relevant to the family correctly	●	○	●	●
• wrote words and phrases clearly and correctly	●	○	●	●
• used a dictionary to find new words related to the family	○	●	●	●
• used illustrations to provide relevant detail about his/her family	●	●	○	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

Note: This sample Rating Scale demonstrates how a teacher could record information about the quality of a student’s performance as it relates to learning outcomes.

Rating Scale 2

Grade:	Date:	Activity:
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Specific Outcome(s): _____

Student Name: _____

Criteria:	Never	Sometimes	Usually	Always
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●

Rating Scale 3

Grade: 5	Date: March 10	Activity: Reading out some familiar words
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Specific Outcome(s): LC-1.1b use comprehensible pronunciation, stress and intonation when producing familiar words or phrases

Levels of performance and corresponding criteria:

- ★★★★ Demonstrated **excellent** pronunciation on all words—**no** errors
- ★★★ Demonstrated **good** pronunciation on almost all words—a **few** errors
- ★★ Demonstrated **acceptable** pronunciation on most words—**several** errors but still comprehensible
- ★ Demonstrated **lots** of errors—**mostly** incomprehensible

Name of Student:		Name of Student:	
Saresh	★ ★ ★ ★		★ ★ ★ ★
Derek	★ ★ ★ ★		★ ★ ★ ★
Crystal	★ ★ ★ ★		★ ★ ★ ★
Dakota	★ ★ ★ ★		★ ★ ★ ★
Ellen	★ ★ ★ ★		★ ★ ★ ★
Troy	★ ★ ★ ★		★ ★ ★ ★
Jonathan	★ ★ ★ ★		★ ★ ★ ★
Sam	★ ★ ★ ★		★ ★ ★ ★
Jim	★ ★ ★ ★		★ ★ ★ ★
Sal	★ ★ ★ ★		★ ★ ★ ★
Rebecca	★ ★ ★ ★		★ ★ ★ ★
Steven	★ ★ ★ ★		★ ★ ★ ★
Janice	★ ★ ★ ★		★ ★ ★ ★
Tran	★ ★ ★ ★		★ ★ ★ ★
Polly	★ ★ ★ ★		★ ★ ★ ★

Note: This Rating Scale provides an example of how a teacher can quickly indicate levels of students' performances as they relate to one outcome.

Rubric (Grade 4)

Name: Jeanne

Date: October 17

Activity: Conversation – making plans with a friend

Outcome	Excellent	Very Good	Acceptable	Limited
Content A-3.2a	Consistently responds to offers, invitations and instructions.	Frequently responds to offers, invitations and instructions. The occasional error does not interrupt the message.	Sometimes responds to offers, invitations and instructions; however, the message is unclear .	Rarely responds to offers, invitations and instructions. The overall message is difficult to understand .
Pronunciation LC-1.1a	Consistently uses proper pronunciation.	Frequently uses proper pronunciation. The occasional error does not interrupt the message.	Sometimes uses proper pronunciation. Although there are several errors, the overall message is still understandable.	Rarely uses proper pronunciation. The overall message is difficult to understand .
Intonation LC-1.1b	Consistently uses proper intonation.	Frequently uses proper intonation. The occasional error does not interrupt the message.	Sometimes uses proper intonation. Although there are several errors, the overall message is still understandable.	Rarely uses proper intonation. The overall message is difficult to understand .
Vocabulary LC-1.3a	Consistently uses words related to making plans with a friend.	Frequently uses words related to making plans with a friend. The occasional error does not interrupt the message.	Sometimes uses words related to making plans with a friend. Although there are several errors, the overall message is still understandable.	Rarely uses words related to making plans with a friend. The overall message is difficult to understand due to errors.

Note: This Rubric demonstrates how a teacher can assess one student's performance as it relates to different learning outcomes.

Rubric

Name:	Date:	Activity:
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Outcome	Excellent	Very Good	Acceptable	Limited

Rubric and Checklist

Name: Ellen

Date: November 14

Activity: Telephone Conversation

Outcome	Excellent	Very Good	Acceptable	Limited
Content A-3.2a	Consistently responds to offers, invitations and instructions.	Frequently responds to offers, invitations and instructions. The occasional error does not interrupt the message.	Sometimes responds to offers, invitations and instructions; however, the message is unclear .	Rarely responds to offers, invitations and instructions. The overall message is difficult to understand .
Pronunciation LC-1.1a	Consistently uses proper pronunciation.	Frequently uses proper pronunciation. The occasional error does not interrupt the message.	Sometimes uses proper pronunciation. Although there are several errors, the overall message is still understandable.	Rarely uses proper pronunciation. The overall message is difficult to understand .
Intonation LC-1.1b	Consistently uses proper intonation.	Frequently uses proper intonation. The occasional error does not interrupt the message.	Sometimes uses proper intonation. Although there are several errors, the overall message is still understandable.	Rarely uses proper intonation. The overall message is difficult to understand .
Vocabulary LC-1.3a	Consistently uses words related to making plans with a friend.	Frequently uses words related to making plans with a friend. The occasional error does not interrupt the message.	Sometimes uses words related to making plans with a friend. Although there are several errors, the overall message is still understandable.	Rarely uses words related to making plans with a friend. The overall message is difficult to understand due to errors.
Work habits <input type="checkbox"/> worked independently <input type="checkbox"/> worked with minimal assistance <input type="checkbox"/> worked with some assistance <input type="checkbox"/> required constant supervision and assistance				

Note: This Rubric demonstrates how one can perform assessment of learning and assessment for learning at the same time, using the same assessment tool. This combination of rubric and checklist records information about a student's performance according to specific outcomes, as well as information about a student's work habits. When a student demonstrates a performance that is below the acceptable level, the checklist allows the teacher to record a reason why the student did not perform at an acceptable standard and provide a plan for future improvement.

Rubric and Checklist

Name:	Date:	Activity:
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Outcome	Excellent	Very Good	Acceptable	Limited

Work habits

<input type="checkbox"/> worked independently	<input type="checkbox"/> worked with some assistance
<input type="checkbox"/> worked with minimal assistance	<input type="checkbox"/> required constant supervision and assistance

