

Ideas for Structuring Assessment in the Language Classroom

You want students to ...	Consider setting up the assessment as ...	So you can ...
Ask and answer questions in an oral interaction	<ol style="list-style-type: none"> 1. Inside-Outside circle or line dance 2. Carousel activity 	<ol style="list-style-type: none"> 1. Circulate around the students easily and take notes about their performance on an observation checklist. 2. Set up at one of the spots on the carousel and observe the interactions as students rotate through.
Prepare and deliver an oral presentation about a topic	<ol style="list-style-type: none"> 1. A screencast presentation or other recording 2. One of several activities students do over the course of class so that the presentation is made either to you or to a small group of students 3. A recording created by using an app or other tech tool, to be sent to or shared with you 	<ol style="list-style-type: none"> 1. Review the presentations outside of class time. 2. Provide individual feedback to students as they present; this set-up can also help manage student anxiety about presenting in class. 3. Review the presentation outside of class time.

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Respond to questions about a text (in writing)	<ol style="list-style-type: none"> 1. A list of 10 to 12 questions from which you can select subsets or individual questions for students, depending on proficiency. Activity structures can support this (see “Dice Questions/Questions in a Cup” in Arnett (2013c), <i>Languages for All</i>). 2. Carousel activity: put the questions on various pages, and have students rotate to various questions. 	<ol style="list-style-type: none"> 1. Review student work outside of class time. 2. In class, ask students to sign their names to their responses. Circulate as they are writing or discussing and make any notations about responses in an observation chart. Follow up with clarification or support to the whole group.
Summarize a key idea or text	<ol style="list-style-type: none"> 1. Jigsaw: assign students certain sections or texts to summarize. 2. A series of blog posts, tweets, or other electronic messages 	<ol style="list-style-type: none"> 1. If used in a discussion format, summaries can be observed. 2. On a class website or other tech forum, these can be reviewed as students post.
Explain a process	<ol style="list-style-type: none"> 1. A written narrative 2. An audio or video recording 3. A flow chart to be completed from a template 4. A flow chart created and narrated by the student 	All of these can be reviewed outside of class using a rubric.

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Apply a skill	<ol style="list-style-type: none"> 1. Use a choice board, RAFT structure, or other differentiated task framework to give students various options for how to apply the skill. 2. Do an in-class demonstration to a small group of peers—perhaps on a learning centre rotation or in a Carousel activity. 	<ol style="list-style-type: none"> 1. Depending on the activity structure and task options, review student work in or outside of class. 2. Review work in real time, using a rubric.