

Title: Performance-based Assessment

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Abstract:

This poster will present performance-based oral and written assessment ideas for communicative classrooms, informed by ACTFL's performance benchmarks for interpersonal, interpretive and presentational modes. For those of us who teach highly inflected languages, it is often easier to keep real-world performance targets in mind when designing oral assessments—where no written record exists; with written work, in contrast, it can be difficult not to emphasize grammatical accuracy. Moreover, traditional written assessments tend to focus on interpretive and presentational skills, even while oral assessment has long stressed interpersonal tasks or role-plays. I will review target benchmarks for our course levels (based on number of instructional contact hours) and explore ways to formulate assessments that relate to what we practice in class and reflect overall performance goals. Based on materials I have developed for Czech, I will present some tools and concrete examples that consider language control, vocabulary, communication strategies, and cultural awareness while ensuring function, content/context, and text type are consistent with real-world applications. I hope to generate discussion of how Slavic and East European LCTL instructors can better connect assessment to learning and student motivation.