

Performance-Based Assessment: Promoting Achievement for English Language Learners

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Focus on Accountability

In December 2001, President George W. Bush signed into law the No Child Left Behind Act (NCLB). The Act has as its stated purpose the improvement of the educational achievement of economically disadvantaged and minority children, including those who are learning English as an additional language, or English language learners (ELLs). This legislation aims to close the achievement gap between "high- and low-performing children, especially between minority and non-minority students" (No Child Left Behind Act, 2001). It focuses on ensuring that schools are held accountable for helping all students meet state standards. It also places increasing pressure on schools and districts to include as many students as possible, including ELLs and students with disabilities, in large-scale assessment programs. States are required to report test scores for ELLs as a group and to use test results to improve the educational attainment of these students. By academic year 2005-2006, schools will be held accountable for, at a minimum, annual testing of all children in Grades 3-8 in reading or language arts and mathematics. In the interim, annual testing is to be conducted at various grade ranges, and schools failing to meet improvement goals for two consecutive years beginning in 2003-2004 are to be identified for sanctions, such as replacing teachers and providing students the option of transferring to another school.

Standardized tests used in large-scale assessment programs are supposed to measure a representative sample of knowledge defined by state and local standards and curricula. To some extent, and for some students, these tests may provide evidence of school learning. But for ELLs in U.S. public schools, standardized test results are also likely to reflect limited proficiency in English and a lack

of opportunity to learn the subject matter of the tests (Amrein & Berliner, 2002; Calkins, Montgomery, & Santman, 1998; Heubert & Hauser, 1999; Kohn, 2000; McKeon, 1994; O'Malley & Pierce, 1994; Stiggins, 2002).

Are current approaches to assessment improving learning for ELLs? How can we help ELLs reach the point where standardized tests can be used as a valid gauge of their achievement? What is the role of classroom-based assessment in preparing ELLs to take standardized tests? This article examines the role of classroom-based assessment, and of performance-based assessment in particular, in promoting learning for ELLs in schools that are increasingly under pressure to prepare these students to pass high-stakes, standardized tests.

Defining the Ultimate Goal of Schooling

Schooling has been described as having at least three goals: *education*, *training*, and *learning* (Amrein & Berliner, 2002). *Education* is the broadest and the hardest to measure, with generalizability or transfer of learning to new situations and tasks being a central characteristic.

Training refers to a narrow form of learning, "where transfer of learning is measured on tasks that are highly similar to those used in the training" (Amrein & Berliner, p. 10). Examples of training are tasks such as naming the presidents or using a map key. *Learning*, on the other hand, is the process through which students apply knowledge beyond basic facts and procedures. Examples of learning would be writing descriptive paragraphs and engaging in demonstrations, analyses, and justifications.

Education can be defined, then, as the "transfer of learning, that is the application of what is learned in one domain or context to that of another domain or context" (Amrein & Berliner, 2002, p.10).

Similarly, Marzano, Pickering, & McTighe (1993) propose that, "Although acquiring content knowledge is important, it is perhaps not the most important goal of education. Ultimately, developing mental habits that will enable individuals to learn on their own whatever they want or need to know at any point in their lives is probably the most important goal of education" (p. 3).

Gardner (1999), too, considers mental habits, or thinking and inquiry processes, to be important goals of schooling. He proposes that students learn by probing a small set of examples from the disciplines, rather than by covering a broad range of topics in much less depth, and by discussing and conducting projects, with the ultimate goal being the ability to transfer learning to a wide range of tasks. The mental habits that develop from this type of study should help students develop the skills and abilities needed for life-long learning and for success in life, such as the ability to think and analyze; locate information; work collaboratively on teams; become problem solvers; and perform real-world tasks (Darling-Hammond, Anness, & Falk, 1995). Transfer of learning and the development of mental habits that facilitate that transfer, then, are worthy goals of schooling. But what types of assessments are able to capture or promote progress toward these goals?

Classroom-Based Assessments

Research has shown that improved assessment practices at the classroom level can have powerful, beneficial effects on transfer of learning and measures of achievement, including standardized test scores (Black & Wiliam, 1998; Stiggins, 2002). In fact, Black &

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William, in a review of over 250 articles, found that improved formative or classroom assessment practices helped low achievers more than other students. This revealing finding has direct implications for NCLB and for school systems that want to close the achievement gap. To make improvements, however, teachers must be provided with the assessment tools they need for increasing the achievement of ELLs.

New understandings of the learning process indicate that assessment and learning are intimately linked. These new understandings of learning need to be applied to classroom-based assessment practices (Marzano, Pickering, & McTighe, 1993). Among these practices, performance-based assessment appears to hold promise for improving the educational attainment of ELLs.

Using Performance-Based Assessment to Promote Learning

Classroom-based assessments may be of two broad types: selected-response and constructed-response formats. Selected-response formats provide response items for students to choose from (such as multiple-choice, true-false, and matching items). Constructed-response formats, on the other hand, ask students to develop a response, create a product, or conduct a demonstration (Feuer & Fulton, 1993; Frisby, 2001; Herman, Aschbacher, & Winters, 1992; McTighe & Ferrara, 1998). These types of assessments allow more than one correct answer to a problem and typically involve higher-order thinking skills.

Performance-based assessment (PBA), which uses a constructed-response format, has as its primary purpose the improvement of learning. Performance-based assessment links assessment to instruction through the use of meaningful and engaging tasks. Performance tasks may also call for integration of language and content-area skills.

Authentic assessment, a type of PBA, promotes application of knowledge and skills in situations that closely resemble those of the real world (Frisby, 2001; McTighe & Ferrara, 1998; Wiggins, 1998). Authentic assessments are potentially more motivating than other types because they engage students in realistic uses of language and content-area concepts. Authentic assessment and other types of PBA can be used in the service of education to promote transfer

or generalizability of learning from facts and procedures to applications in meaningful contexts. A large range and number of tasks are needed over time, however, to ensure the generalizability of PBAs.

Can performance-based assessments be used to monitor and support the learning of ELLs? A number of factors make PBAs more appropriate for ELLs than traditional testing formats (Frisby, 2001; Hamayan & Damico, 1991; O'Malley & Pierce, 1996). Well-constructed performance tasks are more likely than traditional types of assessment to do the following:

- provide comprehensible input to students
- use meaningful, naturalistic context-embedded tasks through hands-on or collaborative activities
- show what students know and can do through a variety of assessment tasks
- support the language and cognitive needs of ELLs
- allow for flexibility in meeting individual needs
- use criterion-referenced assessment for judging student work
- provide feedback to students on strengths and weaknesses
- generate descriptive information that can guide instruction
- provide information for teaching and learning that results in improved student performance

Further, PBAs have the potential to provide in-depth information about a student's ability to integrate knowledge for specific curriculum objectives or standards.

Teachers using PBAs in the classroom have three types to choose from: *products*, *performances*, or *process-oriented assessments*. (McTighe & Ferrara, 1998). *Products* are works produced by students that provide concrete examples of their application of knowledge, for example, writing samples, projects, art or photo exhibits, and portfolios. *Performances* allow students to demonstrate application of their knowledge and skills under the direct observation of the teacher. Students may engage in tasks that are useful outside of school, such as asking for directions by telephone, demonstrat-

ing a process, or arguing a position. All of these can demand high levels of language skill. Examples of performance tasks include oral reports, skits and role-plays, demonstrations, and debates. *Process-oriented assessments* provide insight into student thinking, reasoning, and motivation. They can provide diagnostic information on how well students use learning strategies and may lead to independent learning when students are asked to reflect on their learning and set goals to improve it. Some examples of process-oriented assessments are think-alouds, self-assessment checklists or surveys, learning logs, and individual or pair conferences. Products, performances, and process-oriented assessments can all be used to generate rich information on ELLs' ability to transfer learning and meet state and local standards.

Two features of performance-based assessment help support the development of mental habits that lead to independent learning. The first is referred to as *visible criteria*. A fundamental tenet of performance-based assessment is the sharing of standards and making the criteria for evaluation visible to students. Teachers share their expectations for student work and performance in as explicit terms as possible, using a scoring rubric, checklist, or other assessment tool and representative samples of student work. This approach is especially important with ELLs, who have been shown to benefit from the teacher's sharing of the assessment criteria in advance of the assessment itself (Kolls, 1992). When teachers state expectations for learning in terms of specific outcomes—in language the students can understand—and show them examples of excellent work, the likelihood of students attaining the criteria is greatly increased (McTighe & Ferrara, 1998; O'Malley & Pierce, 1996; Stiggins, 2002).

The second key element of performance-based assessment is *self-assessment*, which is essential for teaching students how to manage their study habits, use learning strategies, and reflect on progress toward learning goals. The goal of self-assessment is to produce students who can learn independently of the teacher and become lifelong learners. To accomplish this, teachers need to provide students with specific feedback, opportunities to give and receive

feedback from peers, and time to set learning goals. Self-assessment also plays a role in motivating learners to continue learning and building self-confidence in their ability to learn.

Performance-based assessments that are designed for the language proficiency level of ELLs, that call for transfer of learning through meaningful tasks, that make criteria for evaluation visible to students, and that show ELLs how to monitor their own work can also support learning for these students.

Becoming Assessment Literate

Most assessments used in the classroom are developed by teachers, and these assessments of student work have more influence on instructional decisions than state-mandated tests (Frisby, 2001; Wiggins, 1998). Yet very few teachers have access to the type of assessment information that will enable them to assess ELLs accurately and fairly. Indeed, the vast majority of teachers report that they feel unprepared to assess and teach ELLs (Fradd & Lee, 2001). Only about a dozen states require teacher candidates to show competence in assessment in order to get a teaching license, and the majority of teacher preparation programs fail to provide instruction in developing assessments that support student learning (Herman, Aschbacher, & Winters, 1992; Stiggins, 2002). Most teachers use the same types of tests that were used when they were in school, typically traditional multiple-choice, fill-in-the-blank, matching, and true/false tests. In fact, little has changed in classroom-based assessment for at least the past 50 years (Bertrand, 1994).

To be able to use improved classroom-based assessment practices such as performance-based assessments, teachers must have access to professional development opportunities that will help them learn to design and use assessments that can improve the achievement of ELLs. Mere exposure to learning or assessment theories or examples of innovative assessments will not be enough, and neither will one-shot workshops. The kind of professional development that is needed is of a long-term, collaborative nature that helps teachers try out their assessments and get feedback from colleagues, program administrators, and university faculty experienced in using assessments for learning. School study teams and

assessment focus groups can lead to assessment changes in each school system. Teachers need to find their voices and become active in shaping their own professional development in order to improve learning for ELLs.

Conclusion

Teachers of ELLs work in school environments that are increasingly under pressure to prepare these students to pass standardized tests for accountability purposes. Closing the achievement gap between language minority and non-minority students will also require improved assessments that research shows can promote and support learning at the classroom level. While standardized tests may be appropriate for determining whether or not students have met state and local standards, we need other forms of assessment to inform instructional decisions made on a day-to-day basis, diagnose students' strengths and weaknesses related to classroom instruction, and provide specific feedback to students that supports their learning. For this purpose, we need classroom-based assessments that reflect instructional activities and learning standards, make clear achievement targets, and help teachers redirect instruction to promote learning. Although not a panacea, performance-based assessments can promote increased achievement for ELLs by increasing confidence in their ability to learn and motivation to continue learning. If we are going to be successful in closing the achievement gap, we will need to find new ways to support student learning and make improved assessment practices available to teachers of ELLs. These children deserve no less.

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- Survey of the States' Limited English Proficient Students and Available Programs and Services 1999-2000 Summary Report: www.ncbe.gwu.edu/ncbepubs/seareports/99-00/sea9900.pdf
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New Standards for Foreign Language Teaching: A Vision for the Future

Bronwyn Coltrane, Center for Applied Linguistics

In recent years, the field of foreign language education has been actively involved in developing new standards for teachers and students. This movement began with the creation of Standards for Foreign Language Learning: Preparing for the 21st Century (National Standards for Foreign Language Education Project, 1996), which outlined the “five C’s”—communication, cultures, connections, comparisons, and communities—that form a framework for what all students in foreign language classes should be learning. The student standards were expanded in 1999 to include language-specific goals and were followed by several initiatives to design standards for foreign language teachers and teacher preparation programs. These initiatives involved the National Board for Professional Teaching Standards (NBPTS), which designed standards for teachers of world languages other than English; the Interstate New Teacher Assessment and Support Consortium (INTASC), which is developing standards for new foreign language teachers; and the National Council for Accreditation of Teacher Education (NCATE), which is finalizing standards for foreign language teacher preparation programs. These new standards represent a break from the traditional system of standardized tests to assess teachers’ abilities and a movement toward a performance-based system that considers a wide range of knowledge, skills, and dispositions that foreign language teachers should be able to demonstrate.

NCATE/ACTFL Program Standards for the Preparation of Foreign Language Teachers

The standards for foreign language teacher education programs were developed by the Foreign Language Standards Collaborative in conjunction with the American Council on the Teaching of Foreign Languages (ACTFL). These standards will be submitted to NCATE for approval and use in granting national recognition of foreign language teacher preparation programs and in making institutional accreditation decisions. NCATE provides evaluation

and accreditation for schools of education and other institutions that prepare teachers, administrators, and other professional school personnel. It is the only accrediting organization for teacher education programs that is recognized by the U.S. Department of Education (Oakes, 1999). In 1998, ACTFL became a member organization of NCATE in order to function as the organization responsible for developing and implementing standards for foreign language teacher education programs. ACTFL selected a 10-member writing team to develop a set of standards, within the general framework established by NCATE, to assess foreign language teacher education programs at institutions seeking NCATE accreditation.

In order to provide consistency across teacher education programs in terms of what should be expected of foreign language teacher candidates, the NCATE/ACTFL program standards for foreign language teacher education programs consider three major aspects of teaching: content-area and pedagogical knowledge, skills in teaching, and dispositions for teaching. The document identifies six content standards that categorize the broad areas in which teachers are expected to demonstrate their knowledge, skills, and dispositions: (1) language, linguistics, and comparisons; (2) cultures, literatures, and cross-disciplinary concepts; (3) language acquisition theories and instructional practices; (4) integration of standards into curriculum and instruction; (5) assessment of languages and cultures; and (6) professionalism. Each of the content standards is organized into two or three supporting standards that describe in detail the specific types of knowledge, skills, and dispositions (i.e., attitudes and personal qualities that facilitate effective teaching) that candidates must demonstrate. In addition, a set of rubrics appears for each supporting standard, illustrating the type of performance that approaches, meets, or exceeds the standard.

The new NCATE framework calls for a performance-based system of candidate assessment. This is a radical departure

from NCATE’s traditional system, which attempted to evaluate a teacher education program via pencil-and-paper tests of teacher candidates’ subject knowledge, reviews of courses offered by the universities, and examination of professors’ qualifications. In contrast, the new NCATE program standards and assessments encourage teacher preparation programs to collect performance-based evidence for their teacher candidates—portfolios, case study reports, analyses of teaching performance, candidates’ self-assessments of their teaching, lesson plans, and samples of student work—that demonstrate what those candidates can do in the classroom. These assessments are collected and synthesized in order to provide a broad picture of how effective the teacher candidates in a program will be once they begin teaching.

INTASC: Licensing Standards for Beginning Foreign Language Teachers

Around the same time that the NCATE/ACTFL program standards were being developed, the Council of Chief State School Officers (CCSSO) commissioned an 18-member team of teachers and teacher educators to write the INTASC licensing standards for beginning foreign language teachers. The purpose of the INTASC standards is to offer states a set of standards that they may use to assess teachers with 2 or 3 years of experience in order to make decisions about granting them a continuing or permanent license. Before the development of the INTASC standards, such assessments for new teachers were typically done on a state-by-state basis, did not involve much consistency or collaboration, and may or may not have reflected expectations of the foreign language profession for its teachers. Like the NCATE/ACTFL program standards, the INTASC standards are performance-based and involve the use of portfolios that demonstrate actual performance in the classroom.

While states are not required to adopt the INTASC foreign language standards, many have voluntarily decided to use them. Whether or not a state uses the

INTASC standards, these standards will provide a model for states to use in assessing new foreign language teachers. Marty Abbott, Director of Fairfax County (VA) Public Schools' foreign language program, who co-directed the project that developed the INTASC standards for foreign language teachers, emphasizes that standards for new teachers are important because "there needs to be a vision to get where we want to be in the future of foreign language education—with well-trained, effective teachers. These similar expectations across states will highlight the importance of working toward this goal" (personal communication, May 2002).

The National Board for Professional Teaching Standards: Standards for Accomplished Teachers

Created in 1987 in response to the report, *A Nation Prepared: Teachers for the 21st Century* (Carnegie Task Force on Teaching as a Profession, 1986), National Board certification is a voluntary performance-based assessment process that quantifies and measures what experienced teachers know and are able to do in the classroom. The National Board offers 26 different age-level and subject-specific certificates, including an elementary and a secondary certificate in teaching world languages other than English.

Becoming certified by the National Board means that a teacher has demonstrated exemplary performance in five core areas: (1) commitment to students' learning, (2) subject knowledge, (3) management of student learning, (4) reflective practice, and (5) professional development. The assessments used by the National Board are, like the NCATE and INTASC standards, primarily based on portfolios that teachers develop. In the case of National Board certification, these portfolios include videotapes of classroom teaching and documentation of work done outside the classroom, as well as samples of student work. Each portfolio entry is accompanied by an extensive written reflection that connects the portfolio entry to the standards set by the National Board (ERIC Clearinghouse on Teaching and Teacher Education, 2001).

NCATE, INTASC, and National Board Standards: Common Threads

Consistency and Alignment

The foreign language teacher standards created for NCATE, INTASC, and the National Board are closely aligned with each other even though each document has a slightly different structure. The ten principles outlined in the INTASC standards reflect all six content standards in the NCATE standards; for example, the NCATE standard that encompasses language, linguistics, and comparisons parallels the NCATE standard for content knowledge, which also parallels the National Board standards for preparing for student learning. The result of this consistency is that all three standards documents use similar terminology and emphasize the same goals. In the end, those who crafted the standards hope that this will result in consistency across the entire foreign language teaching profession.

Connection to the Student Standards

The development of the foreign language student standards provided an impetus for creating new standards for teachers. The goals set forth in the student standards are at the core of the teacher standards developed by the National Board, INTASC, and NCATE. Eileen Glisan, professor of Spanish and foreign language education at Indiana University of Pennsylvania and co-chair of the NCATE standards writing team, emphasizes this strong connection to the student standards: "What do we really expect language teachers to be doing in classrooms? I don't think we could have had this discussion before we had the student standards developed. Once the student standards were in place, we had some expectations that the field could buy into" (personal communication, May 2002).

Input from the Field

Another similarity across the three standards movements is the opportunity for practicing educators to provide input regarding the content and design of each document. Classroom teachers were on the writing teams that developed all three sets of standards, and the teams that developed and revised the standards documents worked to ensure that all members of the foreign language teaching community had an opportunity

to provide input and feedback after the documents were drafted. The first draft of the NCATE/ACTFL program standards was presented at the ACTFL convention in November 2001; after that time, all foreign language educators were invited to send feedback regarding the document via email after the standards were posted on the ACTFL Web site. Similarly, once the INTASC standards have been edited and presented during the ACTFL convention in 2002, they will be reviewed by language professionals across the United States for 8 months before they are finalized by the INTASC foreign language committee. For the National Board, a 15-member committee consisting of a range of foreign language professionals, the majority of whom were classroom teachers, developed the content standards for certification in world languages other than English.

A Vision for the Future

The teachers, teacher educators, and administrators who have worked on the development of the standards agree that it is time to begin looking at teacher assessment in a new way. The new NCATE/ACTFL, INTASC, and National Board standards set forth the notion that teachers should be evaluated not only on what they know but also on what they are able to do in the classroom. Because all three standards are performance-based, they represent a shift away from traditional teacher tests and toward teacher assessment that considers the knowledge, skills, and dispositions that teachers bring to the classroom.

Current Stages of Development

While the National Board standards for world languages other than English are now complete and are being implemented, the NCATE/ACTFL standards and INTASC standards are not yet approved. The final draft of the NCATE/ACTFL program standards for the preparation of foreign language teachers will be presented to the NCATE board for final approval in October 2002. If they are approved, they will then be unveiled during the ACTFL convention in November 2002. There will then be a transition period of 18 months during which institutions involved in teacher education may participate in training and preparation programs to help them get ready to implement the new stan-

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dards. After that time, institutions with foreign language teacher education programs that hope to be accredited through NCATE will be required to adhere to the new standards.

The writing team that developed the INTASC licensing standards for foreign language teachers recently completed the draft of their standards document, which has been disseminated by INTASC for public comment. The INTASC standards will be introduced during ACTFL's 2002 convention, after which they will be reviewed by a committee of language educators from across the United States. Following the review process, INTASC will finalize the standards. Once they are finalized, the standards will serve as licensing guidelines for states that elect to use them, which 33 states have already decided they will do.

It is clear that the NCATE/ACTFL, INTASC, and National Board standards for foreign language teachers and teacher education programs represent a movement within the profession toward performance-based assessments that

measure not only what a teacher knows, but how well he or she uses that knowledge to teach effectively. Eileen Glisan notes that "if a teacher believes that all students can learn a language, then there are observable behaviors in the classroom that show that the teacher is working with all students, that the teacher varies teaching strategies in order to address student needs. It really does come out in what the teacher does in the classroom" (personal communication, May 2002). By integrating knowledge, skills, and dispositions in a way that allows teachers to demonstrate success in all three areas based on what they are doing in the classroom, these assessments will take the foreign language teaching profession a long way toward its goal of high achievement for all students who study a foreign language.

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