

# PERFORMANCE ASSESSMENTS

## Feedback Form

Several of the criteria identified in the Teacher Effectiveness for Language Learning Framework address the need for conducting performance assessments. Use this form to identify the degree to which your work exemplifies the characteristics of effective performance assessments when designing assessment tasks to provide feedback to a colleague or yourself.

### PERFORMANCE

Does the assessment allow students to demonstrate growth toward or beyond proficiency targets? **TELL Criterion PF1b**

1. What is the purpose of this assessment?

- ☐ lesson learning check      ☐ formative unit assessment      ☐ summative assessment

2. Does the assessment allow students to meet or exceed the targets of the lesson/unit/course?

- ☐ daily lesson      ☐ unit      ☐ semester/trimester      ☐ course

### CONTEXT

Does the assessment reflect what and how the students learned? **TELL Criterion PF1**

3. Does the task have a real-life context?

- ☐ task provides a realistic context for students      ☐ task provides a believable reason for using the target language

4. Is the task something students would want to do?

- ☐ task is inviting & age appropriate      ☐ task is clear and logical      ☐ task can be completed in a realistic amount of time

### MODES OF COMMUNICATION

How does the assessment allow students to demonstrate growth across the modes? **TELL Criterion PF1c**

5. Which mode(s) of communication is the focus of this assessment?

- ☐ Interpretive Mode      ☐ Interpersonal Mode      ☐ Presentational Mode

6. For interpretive tasks:

- ☐ task requires interpretation & not translation      ☐ task is limited to receptive skills and doesn't force production of language

7. For interpersonal tasks:

- ☐ task requires exchange of information with another person      ☐ task requires students to produce unrehearsed language

8. For presentational tasks:

- ☐ task requires an audience      ☐ students will have the opportunity to rehearse/prepare for their presentation

### FEEDBACK

Does the feedback assist the learner in growing toward and beyond the target? **TELL Criterion PF2**

9. How will the students know what level of performance is expected of them?

- ☐ rubric      ☐ task guidelines      ☐ other:

10. Will students have the opportunity to self-assess their performance or peer-assess the performances of other students?

- ☐ yes      ☐ no

