## **World Language Assessment Task Designs**

Compiled by Joanne E. O'Toole, Ph.D.

Input-Focused Assessment Tasks		
Interpretive Mode  (Reading, Listening, Viewing, Receiving)		
Who, What, When, Where Questions ☐ Multiple Choice ☐ Open-Ended ☐		
Binary Option Questions  Agree-Disagree Either this or that Matching True-False		
Completion of  Checklist Cloze Passage Graphic Organizer Illustration Sequence Tally		
Manipulation or movement of  Description of the Discrete of the Control of the		

**Note 1**: Interpretive listening/viewing assessment tasks (in contrast to Interpretive reading assessment tasks) should be those that can be completed readily *while* listening/viewing OR that can reasonably be completed *after* listening/viewing.

**Note 2**: The IPA (Integrated Performance Assessment) includes a sequence of tasks, with one or more from each of the three modes of communication.

Output-Focused Assessment Tasks		
Interpersonal Mode	Presentational Mode	
Interpersonal Speaking    Conversation	Presentational Speaking  Demonstration Monologue Performance Speech  Brainstorm Captions, Headline, Title Communication Journal Entry Letter Social Media Post Fictional text Cartoon Story Graphic Organizer Informational text Brochure Poster Sign Poem Presentational Multimedia Audio Recording Presentation	
	□ Visual □ Narrated □ Video □	

- Clementi, D., & Terrill, L. (2017). *The keys to planning for learning: Effective curriculum, unit, and lesson design* (2<sup>nd</sup> ed.). Alexandria, VA: American Council on the Teaching of Foreign Languages.
- Curtain, H., & Dahlberg, C. A. (2016). Languages and learning, making the match: World language instruction in k-8 classrooms and beyond (5<sup>th</sup> ed.). Boston: Pearson.
- Grahn, L., & McAlpine, D. (2017). The keys to strategies for language instruction: Engagement, relevance, critical thinking, collaboration. Alexandria, VA: American Council on the Teaching of Foreign Languages.
- Sandrock, P. (2010). The keys to assessing language performance: A teacher's manual for measuring student progress. Alexandria, VA: American Council on the Teaching of Foreign Languages.
- Zyzik, E., & Polio, C. (2017). Authentic materials myths: Applying second language research to classroom teaching. Ann Arbor, MI: University of Michigan Press.