NRCAL Framework for the Development and Selection of Assessment Materials

- Developed for the NRCAL Professional Development Seminar (July 20-24, 2015) by James Hussar, Associate Professor of Spanish and Portuguese, CSUF
Assignment for Friday

- Working in small groups, participants will create a summative assessment (unit exam, project, presentation or portfolio assignment) for submission to the NRCAL Open-Access Database.
NRCAL Open-Access Database

Materials developed and selected for open access via the NRCAL database may be:

- Formative (to measure student progress during the course of instruction) or summative (to assess student mastery of concepts and skills following instruction).
- Formal (e.g. unit exams, graded presentations, etc.) or informal (e.g. Q & A during instruction, extemporaneous role-play, etc.).
Materials developed and selected for open access via the NRCAL database may be:

- Convergent (leading to one answer) or divergent (open-ended).
- Focused on a single proficiency (speaking, reading, writing, listening, cultural competency) or integrative (providing for the assessment of more than one proficiency at a time).
The wide array of assessment materials available on the NRCAL database will include:

- Stand-alone activities specific to a particular grammatical concept, phonetic point, set of vocabulary, cultural lesson, etc.
- Quizzes and tests.
- Portfolio assignments.
- Project assignments.
- Composition assignments.
- Presentation assignments.
- Holistic and componential rubrics.
NRCAL Open-Access Database

- In all applicable cases, selected materials will evidence and encourage language use consistent with a proficiency-based approach. Language use in assessment activities will be:

- Contextualized, with a clear and consistent theme and/or topic and readily-apparent connections and transitions between words, sentences, and/or paragraphs.

- Authentic (approximating or replicating usage by native speakers of the language).
NRCAL Open-Access Database

• In all applicable cases, selected materials will evidence and encourage language use consistent with a proficiency-based approach. Language use in assessment activities will be:

• Sustained, involving discourse at or beyond the sentence level.

• Appropriate to the expected level of language proficiency of the students.

• Accurate with regard to structures, syntax, orthography, word choice, etc.
Alignment

- Proficiency-based assessment aligns with National Standards for Foreign Language Education, World Language Content Standards for California Public Schools, and California Common Core State Standards for English Language Arts & Literacy.
Instructions for Submission

WARNING:
To Prevent Fire. Keep burning candle within sight.
• Keep out of the reach of children and pets.
• Never burn a candle on or near anything that can catch fire.

Extinguish candle before throwing away.
Made in China
Please provide the following:

- Name(s) of contributor(s).
- Affiliation(s) of contributor(s), (name of school or organization).
- Language of study (Chinese, Japanese, Korean, Vietnamese).
- Intended student level of proficiency (Novice, Intermediate, Advanced, Superior).
- Intended student age (select all that apply: primary, secondary, post-secondary).
- Focus of assessment, if not integrative (select the most relevant: speaking, listening, reading, writing, cultural competency).
- The learning objective and/or standard that the material assesses.
- A brief description of the assessment material and strategies for implementation (in English, 200-300 words). Supporting documents (necessary handouts, instructions, scripts, recordings, explanatory assignment sheets, rubrics, answer keys, etc.). For each original document in the target language, include an English translation of the same.