

Implementation of Integrated Performance Assessments (IPA) in Beginning Level Chinese Language Classes

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Prior Assessment Gaps

- Student assessments previously only measured word & grammar accuracy, not communication in context
- Evidence of SLOs according to syllabus not measured
- Washback from accuracy-focused assessments: students want to “memorize, move on, & forget”
- Reliable measures needed for performance in communicative modes (interpretive, interpersonal, presentational) in plausible real-world contexts
- Needed incremental reminders of goals (can-dos)
- Teacher collaboration not yet established
- Resources for improving existing assessment unclear

EALL First-year Chinese Course Facts

- Number of faculty: 1 professor, 2 instructors, 5 TAs
- Number of students: 76 (CHN 102)
- Unit quiz every two days
- Unit test each 6 days, on average
- Midterm written and oral exams
- Textbook: Integrated Chinese, 3rd Ed.
- Meeting time: 4 days/week, 50 min/day, 16wk/sem.

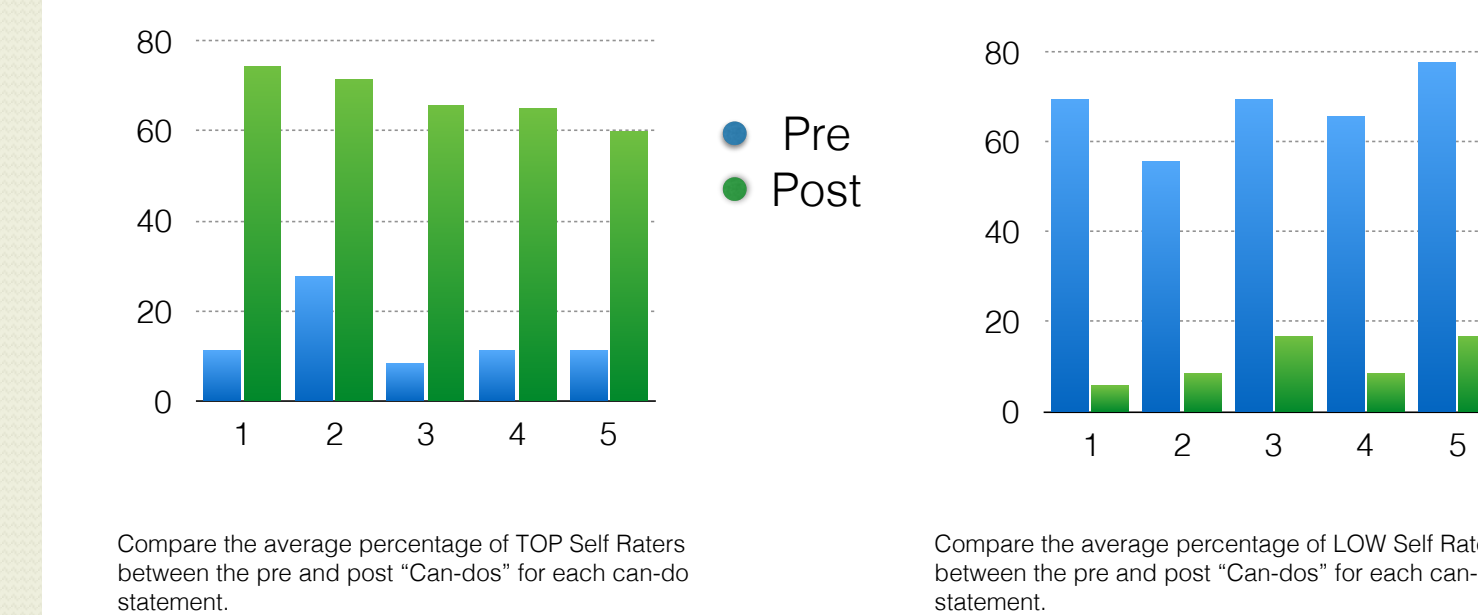
Outcomes Assessed in 2017

Lesson 14 Birthday party

CAN-DO'S	Difference	Average of Pre / Post self rating
IS: I can invite a friend to go to a birthday party with me and suggest gifts to take.	1 /	2.6 / 4.5
IS: I can offer someone a ride and negotiate a time and place to pick them up.	1.7	2.6 / 4.3
IS: I can socialize with people at a Chinese birthday party in a culturally appropriate manner.	1.5	2.2 / 3.7
PS: I can plan a party and tell people what to bring.	2.1	2.1 / 4.2
PS: I can describe what I hope my ideal bf or gf looks like and I can give a general description of people's facial features.	1.9	1.9 / 3.9

Lesson 14 Birthday party

- 36 valid Pre and Post responses collected
- Using 1 to 5 Likert Scale

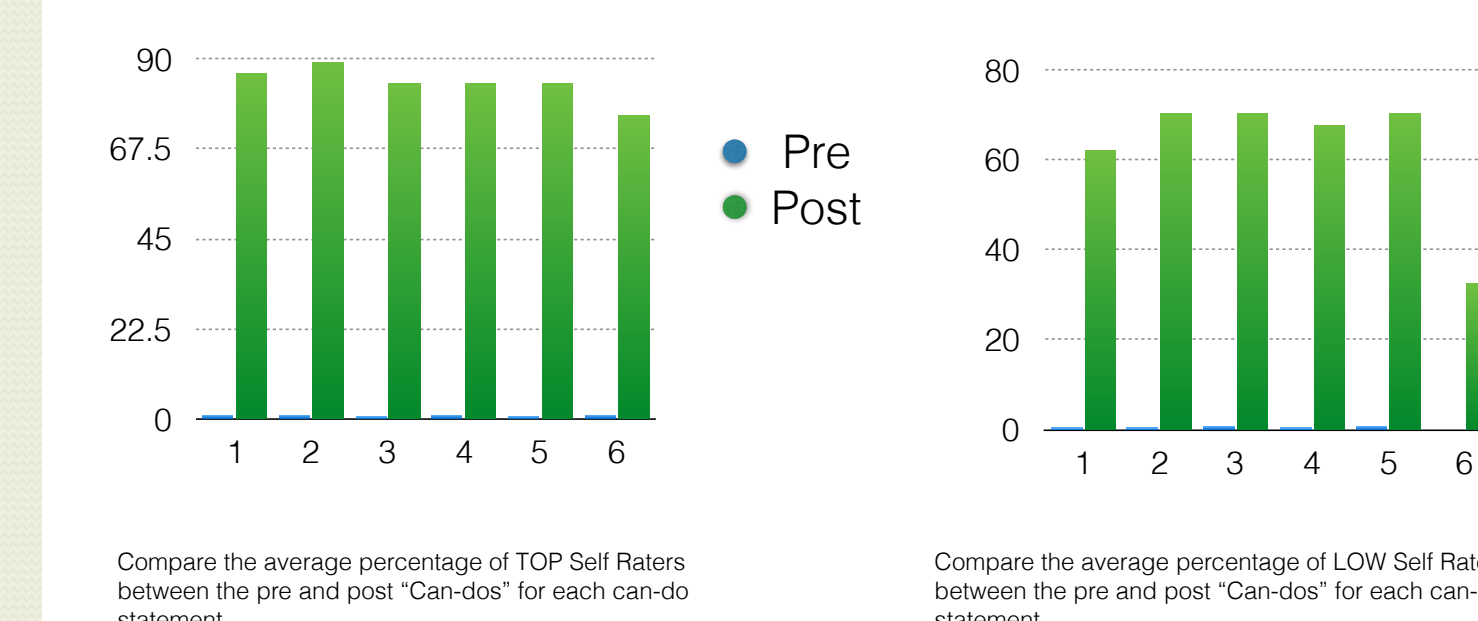


Lesson 15 Seeing a Doctor

CAN-DO'S	Difference	Average of Pre / Post self rating
PS: I can tell the doctor about symptoms of a cold.	2.2	1.5 / 3.8
PS: Presentational Speaking: I can describe common symptoms of allergies.	2.4	1.4 / 3.8
IS: I can ask the doctor if a shot or medicine is needed for treatment.	2.3	1.7 / 4.0
IS: I can ask the doctor if a shot or medicine is needed for treatment.	2.1	1.8 / 3.9
PS: I can talk about why I do or don't want to see the doctor.	2.2	1.7 / 3.9
IS: I can persuade someone to see a doctor when they are not feeling well.	2.0	1.8 / 3.7
PW: I can write an written request for a sick leave for myself or someone, briefly describing the symptoms and indicating treatment needed.	2.0	1.3 / 3.3

Lesson 15 Seeing a Doctor

- 36 valid Pre and Post responses collected
- Using 1 to 5 Likert Scale



Research Significance

1. IPA is standards-based and performance-based. It assesses the progress students are making in building their proficiency through the World-Readiness Standards.
2. IPA meets our program's goal of developing students' academic and professional use of the language.
3. IPA has been popular in K-12, but has not been widely used in higher education.
4. IPA is not a radical change to the current curriculum. Traditional assessments remain an integral part of the curriculum.

Integrated Performance Assessment (IPA) Procedures

- Student performance criteria now based on performance in ACTFL's 3 communicative modes
 - Interpretive: Listening & Reading
 - Interpersonal: Speaking (writing & typing not included)
 - Presentational: Speaking & Writing
- Evidence of outcomes in performance-based assessments scored by ACTFL rubrics
- Positive washback effects from performance-based assessments (students talk about communicative objectives)
- Reliable measures needed for performance in communicative modes
- Systematic scaffolding of assessment tasks (“can-do” pre- and post- likert scales)
- Collaboration procedures developed among faculty
 - 1 teaching member responsible for each 2 units’ “can-do” goals & IPA tasks
 - Discuss in weekly curriculum group meetings, offer comments for improvement
- Resources for improving existing assessment on ACTFL rubrics and U Minnesota CARLA website

Findings and Future Directions

- Students visibly read and discuss the IPA rubrics before and during tasks; treat as important
- Students give varied responses on Can-do surveys; appear honest
- Students ask questions about can-do statements; appear goal-oriented
- Students ask questions about rubric comments on performance assessment videos
- Can-do surveys should be done at pre and post lesson times to help students and instructors monitor students' own perceptions of growth, and modify instruction and assessment accordingly
- Course instructors should continue to meet and discuss modifications to assessment tasks and can-do goals

Conclusions

IPA were generally welcomed by students, and often preferred over tests of vocab & grammar accuracy

Can-do statements help remind students of course goals.

Enrollment numbers should benefit

References

[1] Adair-Hauck, B., Glisan, E. W., & Troyan, F. J. (2015). Implementing integrated performance assessment. Alexandria, VA: American Council on the Teaching of Foreign Languages.

[2] http://carla.umn.edu/assessment/vac/CreateUnit/p_2.html

