

Ideas for Assessment

Assessment in TPRS® classrooms serve a dual purpose. First, they show what students can do thanks to input. They also show what students can't do yet, because they still need more input in that area. The following are some ways to assess in your classes.

Summative assessments:

Checking at the end of a unit, quarter, semester, or school year for how much the students can do with the language. In the beginning, the goal is to achieve high levels of comprehension while later, students should be able to read, write and speak. Summative assessments include quizzes or tests that are based on content.

1. Comprehension Reading

- Students read a chapter for first time or parallel reading.
- Answer 10 multiple choice questions.

2. Speed Listening

- Listen to a chapter (1st time).
- Answer 10 multiple choice Qs
- Teacher reads aloud, students write letter/answer.

3. Speed Rewrites/Timed Writing

- Read chapter first time in 3-5 minutes.
- Rewrite or retell story in 5 minutes.
- Refer to rubric as needed.

4. Listen and Draw + Rewrite or Retell

- Teacher divides up reading into 6 sections and reads each one 1-3 times.
- Students listen to 6 sections and draw in each frame (1 minute each).
- Rewrite/Retell story in 5 minutes using drawings for assistance.

5. Partner retells

- Students get into groups of two
- Cooperate in order to retell the story in the Target Language

6. Comic strips

- Students read or re-read a mini-story or chapter
- Then visually express the parts of the story

Formative assessments during Ask-a-Story:

- Circling questions and answers
- Looking at the eyes of students
- End of class quizzes
- Finger checks
- Thumbs up, thumbs down

Speed Rewrites/Timed writing Explained



Speed or timed writing is an assignment where students write as much as they can as fast as they can. The basic idea is to write in a way that reflects natural language usage that is free of the use of a grammar or spelling monitor. These assignments can be unannounced assignments so that student's work is a reflection of their fluency development rather than a rehearsed exercise. Timed writings are meant to formatively assess what students CAN do with the language at any given moment. Any "errors" should be considered as feedback for the teacher. Fluent writers should be able to write approximately 100 words in 5 minutes. Therefore, the following metrics are used:

- 5:00 minutes = 100 words
- 90-100+ words =A
- 80-89 words =B
- 70-79 words =C
- 69 or lower= student returns for make-up assignment

Speed Reading Explained



The primary focus of a speed reading course is to increase reading fluency. Reading fluency is the ability to read fast with an adequate, general understanding. The ability should be maintained over longer passages, over different genres and unpracticed passages, and over time. Reading processes, such as word recognition, decoding, and working memory, can be enhanced with practice. In order to focus on increasing speed, the readings should be easy. In fact, in a recent extensive reading study, those students who read the easiest simplified texts made the greatest fluency gains (Beglar & Hunt, 2014).

For a complete guide on Speed Reading procedures and reproducible assessments see Assessing Proficiency through French or French stories by Eric Herman.



Listening quiz

Question breakdown:

- 5 yes/no questions (Oui / No)
- 2 questions with basic interrogatives
- 1 "Pourquoi" question.

Additional ideas:

- For the "Pourquoi" question, I encourage them to answer in as complete of a sentence as possible.
- If a "Pourquoi" question isn't possible based on discussion, add another type of question from another category.
- You could vary the value of the questions based on the category.

**Assessment Rubrics
available online at
TPRSbooks.com!**

PLANNING WITH TPRS®

When planning a TPRS® story, determine:

1. The conflict of the story
2. The target vocabulary (optional)
3. The background information:
 - Can include multiple characters, names, places, setting
 - Is useful for compare and contrast
 - Can be used for practicing any word or structure
 - Doesn't need to pertain to the story necessarily
4. Locations where the protagonist can go to solve the problem
5. The possible resolution of the problem
6. Some potential variables and additional details (though these can change based on student responses during the actual Ask-a-story)

PRACTICAL PROFICIENCY ASSESSMENTS

Assessment Characteristics:

- All assessments are meaning-based
- All depend upon comprehension of input
- Time-pressured (a condition that favors reliance on implicit knowledge)
- Quick to administer and easy to score
- Provide objective, quantitative data

1. Timed writing

- Students write for 5 minutes
- Goal: over 100 words in Target Language

2. Speed Reading

- Timed reading
- Answer 10 multiple choice questions

3. Listen and Timed Rewrite

- Listen once and take notes or give 3-5 minutes to read story
- 5 minute timed rewrite or retell

4. Content-based tests

- Assessments about the content of story in the Target Language
- 25-100 questions, T/F, Multiple choice, and/or short answer