

Chapter 6 - Assessment of Language and Technology

Often, when assessing a task or project which includes a technology component, the focus is placed solely on the foreign language aspect of the task. If teachers are serious about integrating technology within the foreign language class then the assessment of both of these components must occur. But first, they must formulate clear expectations on what students are supposed to be able to do linguistically and technically as a result of the task and/or project.

Once that determination has been made, a rubric with scoring criteria that outline what is to be evaluated and how it is to be judged is established. Teachers may create their own scoring criteria for assessing students' achievement. They may also want to have a self-and/or peer assessment to be part of the overall assessment. Teachers may choose to devise two rubrics, one for the language component and one for the technology component or may decide to address the two components within one rubric. Those criteria can then be used by students to guide them in addressing their task and may also be used to focus on areas for improvement since the assessment is broken down into specific areas. By looking at the rating on the individual criteria, students can see more clearly where improvements need to be made.

Giving the evaluation sheets (rubrics) at the onset of the task so that students can plan accordingly is especially effective. Students can follow the criteria from the rubric and can monitor their own performance in reaching these goals. The next few pages contain several sample rubrics addressing technology and foreign languages.