

Assessment,
Articulation,
and Accountability
1999



Part One:
Overview of Project

Chapter 1 - Overview of Project

Overview

In 1996, The North Carolina Department of Public Instruction submitted a proposal for a federal grant to be funded by the Foreign Language Assistance Program. The proposed project entitled "Assessment, Articulation, and Accountability" was designed to improve and expand foreign language study for elementary and secondary school students through the development of a variety of assessment tools. Teams of local foreign language teachers were to create instruments to assess students' language skills and facilitate articulation from elementary to middle school and from middle to high school.

Project Objectives

The project objectives were as follows:

- A. To provide training in assessment to foreign language teachers through an intensive summer institute.
- B. To assist participants in developing and piloting assessment tools to be used at different levels of instruction.
- C. To assist participants in aligning these assessments with national standards, the state curriculum framework, and local curriculum guides.
- D. To publish and disseminate the model assessments throughout North Carolina.

Key Personnel

The following people directed the project.

- Fran Hoch, Section Chief, Second Languages, ESL, Computer and Information Skills

- ↗ Bernadette Morris, Second Language Consultant
- ↗ Martha Campbell, Computer and Information Skills Consultant
- ↗ Peggy Boyles, Foreign Language Coordinator, Putnam City Schools, Oklahoma

List of Activities and Timeline

1. January 15, 1997 - Invitations

An application to participate was mailed to each one of the 117 North Carolina School systems. The application, which required the superintendent's signature, requested the participation of teams and gave priority to the following:

- teams of teachers of the same language
- teams of three teachers (one elementary, one middle school, and one high school teacher within a school system)
- teachers from feeder schools

Ten teams were selected. Every effort was made to ensure that they represented diverse school districts in regards to socio-economic status and geographical distribution.

2. April 1, 1997 - Notification of Participation

3. July 21-25, 1997 - Training Institute

A one-week training Institute was held in Raleigh. On the first day participants were brought up-to-date on the national standards, state curriculum, and other trends affecting the project. Over the next three days, participants were divided in three rotating groups which received training in the following areas:

- Day A: Assessment and Rubrics (Peggy Boyles)
This day was spent discussing and examining different kinds of assessments and their use. Teachers were introduced to rubrics and created their own.

Day B: Alternative Assessment (Bernadette Morris)

This day was devoted to alternative assessments. Emphasis was placed on performance-based assessment and portfolios. Checklists were introduced and teachers developed their own.

Day C: Using Hyperstudio for Assessment Purposes (Fran Hoch and Martha Campbell)

This day was focused on introducing teachers to Hyperstudio and on discussing its possible applications in the foreign language class. Teachers developed a project using Hyperstudio.

On the last day of the institute groups came back together and started planning with their teams.

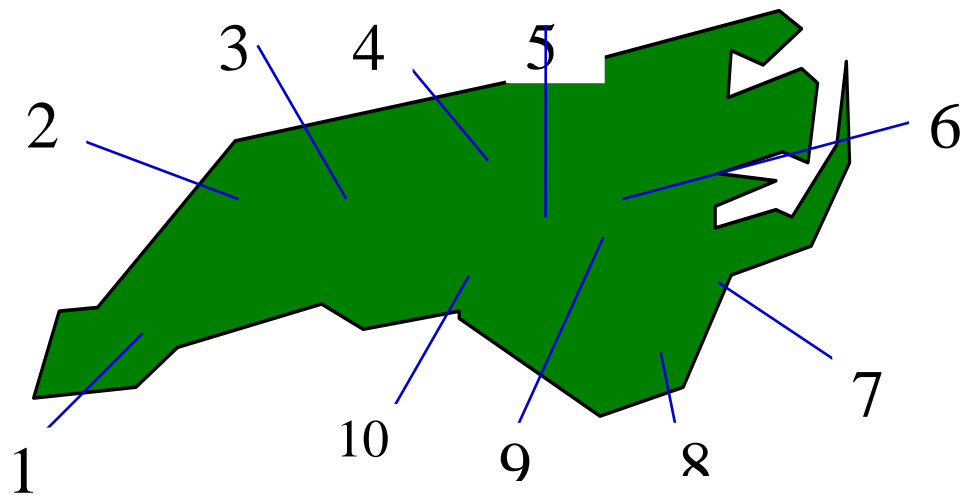
4. Fall 1997 - Follow-up Visits to Individual Teams
5. December 4, 1997 - Teleconference
Teams were brought back together in eight different sites via the Information Highway for an update and a report on their team's progress.
6. Spring 1998 - Follow-up Visits to Individual Teams
7. July 30-31, 1998 - Follow-up Institute
This two-day follow-up institute was organized around team reports, identification of issues/concerns and their possible solutions, focus on articulation, and team planning. A compilation of assessments developed by the individual teams was distributed to the group.
8. Fall 1998 - Follow-up Visits to Individual Teams
9. January 29, 1999 - Team Reports
Teams submitted their written reports along with the most recent assessment tools they developed.
10. May 1999 - StarNet Broadcast on Assessment

This national broadcast, composed of two panels of participating teachers, highlighted the variety of assessments developed by teachers, and illustrated the use of assessment through videotapes of students engaged in classroom activities.

A copy of the program was made available for loan to requesting school systems.

11. December 1999 - Distribution of Document

Figure 1 - Locations of Participating Teams



List of Participating School Systems and Teachers

1. Haywood County Schools
 - K Laura Rogers, Spanish, Clyde Elementary School
 - K Anne Thibodeau, Spanish and French, Canton Middle School
 - K Lisa Goelz, Spanish, Tuscola High School (later replaced)
 - K Project Coordinator: Tom Posey, Supervisor
2. Watauga County Schools
 - K Michelle Johnson, Spanish, Bethel Elementary School
 - K Carmen Scoggins, Spanish, Green Valley Elementary School
 - K Nancy Delargy, Spanish, Watauga High School (later assigned as an ESL teacher)
 - K Project Coordinator: Carmen Scoggins, Teacher
3. Winston-Salem/Forsyth Schools
 - K Laura Hemphill, French, Vienna Elementary School (joined the second year)

- K Linda Simms, Spanish and French, Northwest Middle School
 - K Jeanette Caviness, French, Mount Tabor High School (joined the second year)
 - K Project Coordinator: Claudette Jarrett, Supervisor
4. Durham Public Schools
- K Luz Mercedes Almodovar, Spanish, Burton Geo-World Magnet School
 - K Andy McIntyre, Spanish, Shepard IB Magnet School
 - K Lawanda Lawson, Spanish, Riverside High School
 - K Project Coordinator: Lawanda Lawson, Teacher
5. Wake County Schools
- K Naomi Joyce Lewis, Spanish, Swift Creek Elementary School (replaced by Sara Polanco, Jeffries Grove and Brooks Elementary)
 - K Elena Schoneck, Spanish, West Cary Middle School
 - K Patria Cotton, Spanish, Apex High School
 - K Project Coordinator: David Gammon, Supervisor
6. Pitt County Schools
- K Larry Bellis, Spanish, Eppes Middle School
 - K Kathleen Brewington, Spanish, Aycock Middle School (left for an administrative post and was not replaced)
 - K Ann Borisoff-Rodgers, Spanish, Conley High School (left for an administrative post).
 - K Project Coordinator: Emmy Casey, Supervisor
7. Onslow County Schools
- K Carmen Blakewood, Spanish, Jacksonville Commons Middle School
 - K Linda Bynum, Spanish, Jacksonville High School
 - K Project Coordinator: Earl Taylor, Supervisor

8. New Hanover Schools

K Julie Bordo, Spanish, Forest Hill Elementary School

K April Hill, Spanish, Williston Middle School

K Susan Jackson, Spanish, Hoggard High School

K Project Coordinator: Olga Wheatley, Supervisor

9. Wayne County Schools

K Denise Wall, Spanish, Northeast Elementary School (moved, not replaced)

K Wanda Nieves, Spanish, Eastern Wayne Middle School

K Charles Nichols, Spanish, Eastern Wayne High School

K Project Coordinator: Hope Meyerhoeffer, Supervisor

10. Richmond County Schools

K Mari Westforth, Spanish, Ellerbe Junior High School

K Ronda Hatcher, Spanish, Richmond High School

K Project Coordinator: Ronda Hatcher, Teacher

Summary Report of Questionnaire

Throughout the project, participants reported on their activities. Their combined responses are listed below.

1. *Briefly outline what you have done so far.*

- Several teams (Watauga, Haywood, Pitt, New Hanover) had met with all the foreign language teachers in their school system to share information on articulation.

- The Wake County team met quarterly and planned the staff development for the upcoming year. They expanded the original group to include a French team. Later in the year they added four elementary, four middle school, and four high

school teachers to the original group.

Elementary foreign language teachers have met five times this past year to develop checklists and rubrics. CEU credit was granted by their supervisor. Middle and high school teachers have also conducted meetings with their peers and have continued using alternative assessments in their classrooms.

- Several counties (Watauga, Haywood, New Hanover, Pitt, Richmond, Onslow) began the implementation of alternative assessments (portfolios, rubrics, and checklists).

2. Explain how what you have developed will and/or could be used by the teacher at the next level.

- Curriculum will give continuity to the program overall and will be used by all teachers.
- Assessments will be shared with teachers to avoid repetition of same lessons/units and to help them see who and what has been taught in previous grades.
- Assessments will be used for the placement of students at the high school level.
- Rubrics will be shared with other teachers to develop some uniformity in rating the student's work.
- Portfolios will be used to chart the students' progress and will be passed along to the next teacher.
- Assessment will be used with new teachers as part of staff development activities.

3. What were the challenges and/or successes you have encountered while engaged in this project? How did you overcome the challenges?

Challenges

- No challenges.
- Difficulty of organizing and integrating the new methods with the old.
- Other foreign language teachers' lack of cooperation and resistance to new ideas.
- Difficulty to get teachers to reach consensus and compromise.
- Management of portfolios and checklists.
- Time to meet and plan.
- Time to include assessment in 20 minute-class. The New Hanover team resolved that challenge by developing assessments to be given in a 7 to 10 minute-block.

Wayne County reported that many of their efforts were dampened by the focus on the ABCs and the requirements of teachers to remediate during class time.

Successes

- Teachers were excited to see how assessment can help them. It helped teachers become more organized.
- Teachers valued the opportunity to discuss, validate, and reevaluate what they teach.
- Use of rubrics and checklists proved very valuable especially with the assessment of oral skills.
- Students gained a lot of autonomy by creating and/or using their own portfolios, rubrics, and checklists.
- It helped teachers establish some norms for

classroom expectations.

The middle school Wayne County teacher and the Pitt County high school teacher reported that the quality of their students' work had improved.

