

Wall Street New Student Experience, Unit 24 Encounter

Assessment Guide

One of the most notable changes to the Encounter is the Assessment Guide. As well as giving the Students a final recommendation as to whether they should continue to the next Unit or not, we would like to give the Students more detailed feedback on what they did well in the Encounter and what they could do next to further their progress through the New Student Experience. We would like the Encounter to provide concrete evidence of the Student's performance and support the Teachers in giving their Students more detailed feedback. This document explains the new assessment model and how it breaks down the Student performance and leads to a final recommendation.

There are five parts for each Encounter:

1.0 Warm-up (Not assessed)

2.0 Target Language (Vocabulary)

Assesses the Student's ability to produce the target language.

3.0 Target Structures (Grammar)

Assesses the Student's ability to produce the target structures of the Unit. The emphasis here is on the Student's ability to use the target structures in context.

4.0 Communication

Assesses the Student's ability to interact in a discussion and bring together the key target language and target structures of the Unit. Here the emphasis is on accuracy, fluency, range, and the ability to interact effectively. The Students should only be given one overall score, ranging from 1-4 for each of these categories, for all activities in Part 4.0.

5.0 Wrap-up (Not assessed)

Pages 2-3 and 5 show how the scoring model is broken down for each part of the Encounter. Teachers should be familiar with these assessment criteria before running the Encounter. Page 4 provides a Scoring Chart with a detailed explanation of the scoring criteria for Part 4.0. Page 6 summarizes all of the objectives to be assessed in Parts 2, 3, and 4, and page 7 consolidates the scoring rubrics for all parts of the Encounter into a single scoring summary table that the Teacher can use during the Encounter. Once the Teachers are familiar with the assessment criteria and target language and structures they only need to take this one table in to the Encounter and complete it.

After each individual score is added up, the Teacher refers to the cut-off score at the bottom of page 7 to make the appropriate recommendation for the Student. The completed table will also give the Teacher an instant overview of how each Student performed on each part of the Encounter and will enable the Teacher to give individual, specific feedback.

We hope you enjoy using the new Encounter materials and that the Assessment Guide helps you record concrete evidence of Student performance and give more effective feedback.

SCORE SHEETS

PART 2.0 – Target Language

Note how well the Student can produce the target language and score 1-4 as below:

- 1 Demonstrates no target language at all
- 2 Can only demonstrate target language with heavy prompting and modeling
- 3 Demonstrates several examples of target language but with some errors
- 4 Demonstrates target language comfortably with few and only minor errors

Activity 2.1: What's around Town?

- 37814 V Can name a limited range of common buildings and dwelling places
- 35514 V Can name very common public places in a city

Activity 2.2: How Do I Get There?

- 52059 V Can use basic language related to using a map

	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
Common buildings and dwelling places						
Public places in a city						
Using a map						
TOTALS						

PART 3.0 – Target Structures

Note how well the Student produces the target structure and score 1-4 as below:

- 1** Does not demonstrate the target structure at all
- 2** Can only demonstrate the target structure after much prompting from the teacher
- 3** Demonstrates target structure with hesitation and sometimes needs prompting
- 4** Demonstrates target structure often and without prompting

Activity 3.1: What Are You Going to Do?

- 83073 G Can express basic personal intentions using *going to*

Activity 3.2: What Did You Do Yesterday?

- 15336 G Can talk about past events using common regular/irregular past simple forms

	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
Personal intentions using <i>going to</i>						
Talk about past events						
TOTALS						

PART 4.0 – Communication (See the Scoring Chart below for an explanation of the scoring criteria)

Note how well the Students communicate for each of the four categories described below. Remember that Range focuses on the range of target language (vocabulary, grammar, and functions), Accuracy focuses on the ability to control that target language effectively, Quality of Interaction focuses on the Student's ability to interact during a conversation by understanding and asking questions and by responding to questions, and Fluency and Spoken Production focuses on the Student's ability to produce the language smoothly using proper pronunciation.

The list of Vocabulary and Grammar Learning Objectives is provided as a reminder about the language that the Student should be using during Part 4 and the Speaking Learning Objectives are provided as a reminder about which Learning Objectives should be considered when deciding on the final scores.

Part 4.0 Scoring Chart

	1	2	3	4
Range	Can produce some target language but only after much prompting and modeling by the teacher.	Can produce some target language but often needs prompting from the teacher.	Can produce a range of words, phrases, and structures appropriate to the task but often pauses and repeats words.	Can confidently produce a range of words, phrases, and structures appropriate to the task but may still pause on occasion to search for words.
Accuracy	Can produce some target structures accurately but only after prompting and modeling from the teacher. Mistakes frequent and often impair communication.	Can adequately control target structures. Mistakes still frequent but can repair them on occasion.	Can effectively control target structures but makes frequent and very basic mistakes when trying less familiar language.	Can control a range of structures and functional language for predictable content and the message is generally clear. Contribution still marked by frequent mistakes with tenses and agreement.
Quality of Interaction	Can understand and respond to very basic questions but often unable to ask them without extensive modeling by the teacher.	Can participate in most of the task using target language but only ask some very basic follow up questions.	Can participate adequately using routine exchanges appropriate to the task. Interaction breaks down on less familiar topics. Shows awareness of turn-taking but rarely takes control of the interaction.	Can participate comfortably in exchanges appropriate to the task but is less confident when initiating the exchange. Can maintain coherence across turns and shows awareness of polite forms of social contact.
Fluency and Spoken Production	Can produce some short or formulaic phrases and basic language. Pauses frequently and pronunciation not always intelligible.	Can mostly produce short or formulaic phrases and basic language appropriate to the task. Can only link ideas with very basic connectors. Pauses on occasion but pronunciation normally intelligible.	Can adequately construct sentences and phrases appropriate to the task. Can link simple clauses and phrases with basic connectors. Generally intelligible but this may break down over longer responses. May pause frequently and repair mistakes.	Can comfortably construct responses consisting of several simple sentences but may hesitate, pause or repair speech. Can use common connectors of time (then), reason (because) and contrast (but). Generally intelligible but may make mistakes with more complex words.

Activity 4.1: What Are Your Plans?

- 15336 G Can talk about past events using common regular/irregular past simple forms
- 83073 G Can express basic personal intentions using *going to*
- GLSP0314 SP Can express basic intentions with simple time markers

Activity 4.2: Finding Where You Want to Go

- 37814 V Can name a limited range of common buildings and dwelling places
- 52059 V Can use basic language related to using a map
- 35514 V Can name very common public places in a city
- GLSI0569 SI Can ask for and give directions referring to a map or plan

	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
Range						
Accuracy						
Quality of Interaction						
Fluency and Spoken Production						
TOTALS						

ENCOUNTER 24: SCORING SUMMARY

Part 2 – Target Language

Activity 2.1: What's around Town?

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- 35514 V Can name very common public places in a city

Activity 2.2: How Do I Get There?

- 52059 V Can use basic language related to using a map

Part 3 – Target Structures

Activity 3.1: What Are You Going to Do?

- 83073 G Can express basic personal intentions using *going to*

Activity 3.2: What Did You Do Yesterday?

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Part 4 – Communication

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SCORING SUMMARY TABLE

	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
Activity 2.1						
Common buildings and dwelling places						
Public places in a city						
Activity 2.2						
Using a map						
Activity 3.1						
Personal intentions using <i>going to</i>						
Activity 3.2						
Talk about past events						
Activities 4.1-4.2						
Range						
Accuracy						
Quality of Interaction						
Fluency and Spoken Production						
TOTALS						

CUT OFF SCORE FOR RECOMMENDATION

≥ 25 High probability that the Student is at or above level and OK to continue. Give feedback on what went well and ask to **continue to the Level 6 Checkpoint**.

< 25 High probability that the Student is below level. Give feedback on weak areas, recommend further practice and ask to **repeat Encounter 24**.