

Preface:

These authentic assessments were created for a level two Spanish class. The standards were created by using general guideline of a language course. In a language, there are four elements to incorporate in assessments. These four elements are listening, reading, speaking and writing. As students complete each authentic assessment, they will apply those skills learned throughout chapter 2. The tasks were created to simulate authentic situations of the target language. By creating authentic assessments, students can tie more relevance to their learning outside of the classroom and apply their learning to real life situations.

These tasks and rubrics were created to incorporate as much of the language use as possible. The criteria were important to define as well as the descriptors. There is also a variety of rubrics for holistic as well as analytic so there can be different approaches used to assess their learning. I chose more analytic as with language each criteria has performance levels that are evaluated separately. There are also performance skills throughout this project that help students perform and work together to create more learning and understanding. The construction of assessments for group learner also helps in the target language, as language learning is rooted social structure.