Authenticity: From Theory to Reality

Presented by:

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Authentic Assessment

According to comprehensive review of Authentic Assessment by Frey, Schmitt, Allen (2012)[1]:

" Authentic is often used as meaning the mirroring of real-world task or expectations."

Characteristics most commonly used to describe Authentic Assessment:

1. Realistic activity or context
2. Task is performed
3. Task is cognitively complex
4. Student must defend their answer/product
5. Requires student to collaborate with teacher and/or other students
6. Scoring criteria are known/transparent
7. Multiple indicators used for scoring
8. Performance expectation is 'mastery'

[1] Frey, B.B, Schmitt V.L, Allen, J.P. (2012, January). *Defining Authentic Classroom Assessment.* Practical Assessment, Research & Evaluation 17(2).

Our Journey: Background

- 2009 SOCOM Commander puts out language capability requirements and defines how Special Forces Operators need to be able to use language to accomplish their missions.
  - Highlights the need for assessment and curricula to match SOCOM's unique language needs

- 2010-2013 All SOCOM components conduct language needs assessments which identify:
  - Tasks for which our operators need language
  - Linguistic functions and Proficiency levels required to accomplish these tasks

- 2012-present Starting with NSW, then MARSOC, AFSOC, and SFC components develop/begin development of proficiency + mission content domain proficiency curricula to align to needs assessed

- 2013 SOCOM puts out its SOF Operating Concept and Vision 20/20, which further emphasize the unique language needs of the SOF community

- 2014 SOCOM commissions a Language Needs Assessment Cross-walk, which compares the language needs of all the SOCOM components.

- 2013- present SOCOM components begin work on a SOCOM specific OPI, naming it the OPI+ Project
  - NSW commissions a series of assessment research studies 2013-14
  - NSW commission ACTFL to work on development of a prototype OPI+, which follows all of the standard DLI OPI protocols, but adds on assessment of an Operator's ability to use language flexibly to accomplish their unique mission content needs.

Problem

- Currently a gap exists between how our Operators need to use the language and how we assess our Operators' language ability.

- We need an assessment which answers this question:

Are SOF operators READY to use the target language to accomplish their unique missions effectively?

Operational Need

SOCOM needs as specified in ADM Olsen 2009 Memo, Operating Concept, Vision 20/20

- "Ability to communicate directly with indigenous in our highest priority operating areas."
- "Improved counterpart relations."
- "Enhanced operational capability at the unit level resulting form a decreased dependence on interpretation/translation by non-SOF linguists."
- "Increased level of cultural sensitive/knowledge that contributes to situational awareness, safety and security."

Needed: SOCOM Operators who have the language capability needed to effectively perform their missions.

Requirement

- Increase alignment of metric to warfighter capability requirements
- Test should measure examinees' ability to conduct individual tasks related to enduring capabilities
- "Enduring capabilities" should be linked directly to warfighter capability requirements
  - Metric must be valid for Readiness reporting
  - Recognized by Services
- Minimize negative impacts of "teaching to the test" by purposely aligning with the required capabilities (i.e., create positive washback)

Choice of Test Type

Achievement?   Performance?   Proficiency?

Task based?   Authentic?

Need Assessment which provides

❑ Validity

❑ Face Validity

❑ Reliability

❑ Positive Washback

❑ Meaningful information to students

❑ Link for students between learning, testing, learning, real-life

Systematic Curriculum Design

Needs Analysis		PHASE I Training Needs Assessment DEC – MAR 2011
↓		
Vision, Goals, Conceptual Framework	Evaluation	PHASE II Curricula Review Scope and Sequence JUL – DEC 2011
↓		
Objectives/Outcomes		
↓		
Assessment		
↓		
Teaching Methods		PHASE III Curriculum Development OCT 2012 – DEC 2013
↓		
Materials		
↓		
Policies & Procedures		
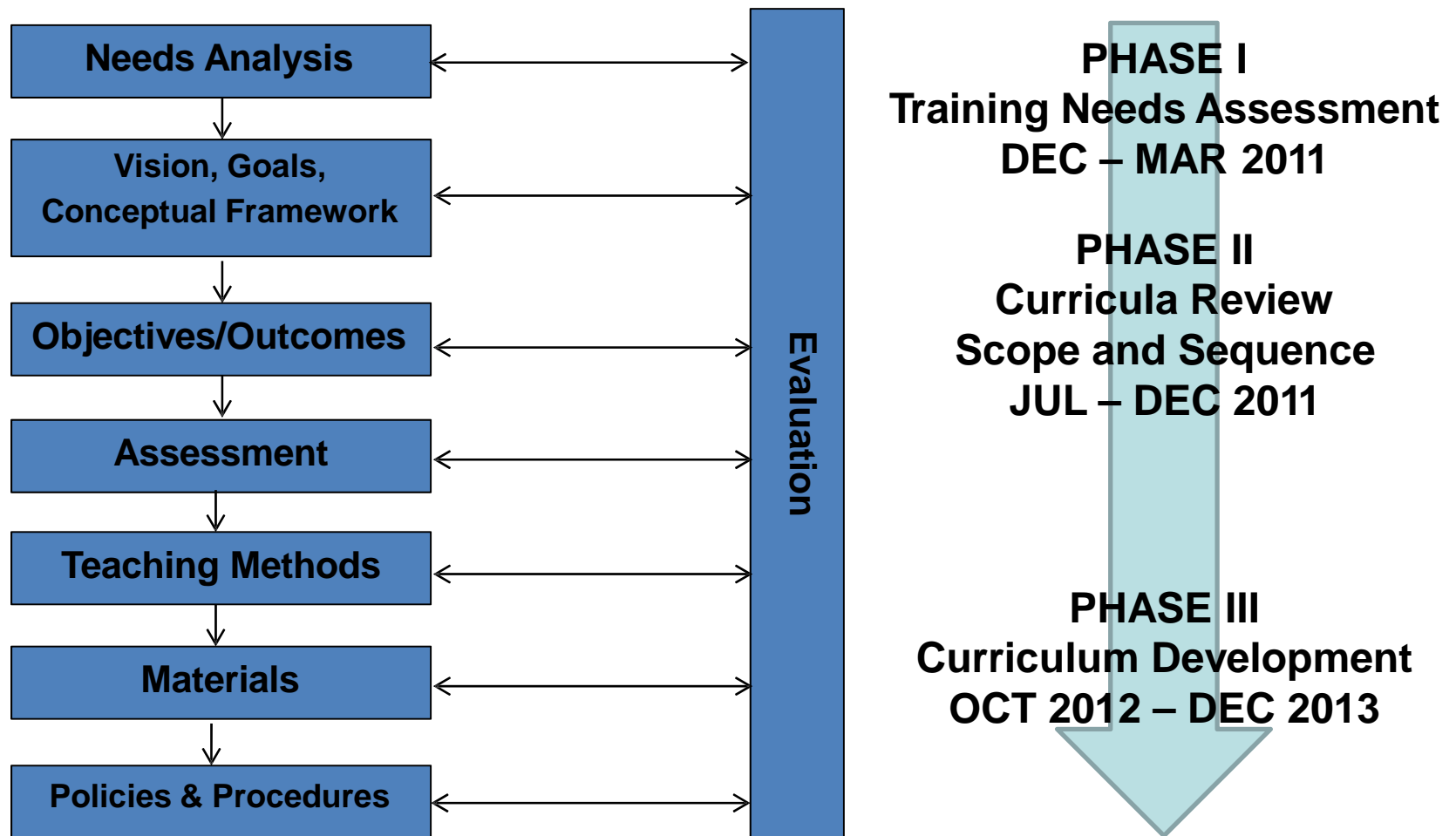
Adapted from Brown (2005)

Phase 1 – Needs Assessment

Step 1	4 Publications[1] 834 tasks

Step 2	Mission Task Analysis 613 tasks

Step 3	KSA Meeting 211 tasks grouped 20 **mission content domains** •20 **linguistic functions** rated at the tactical, operational, and strategic levels of conflict •3 **socio-cultural knowledge** areas •7 **communicative modalities**

[1]SEAL Occupational Standards, SWCC Occupational Standards, NWP 3-05, Universal Naval Task List

Learning Objectives

- From the needs assessment results, **255** general learning outcome objectives were generated and included in the scope and sequence

Phase 2 – Scope & Sequence

Scope and Sequence- Day View

Day View Summary Report

IAT, Week 04, Day 1 Lesson Plan Details

Learning Objective	Description
Block 1	
DO-IAT-04-01-CD-NMT-0-0	Daily Objectives
RW-IAT-04-01-CD-NMT-0-0	Review from Previous Week
Block 2	
CB-02-01-01-01-CD-NMT-2-1	The NSW SEAL/SWCC personnel will **give commands** in order to **accomplish** tasks at the **tactical** level of conflict and within a **level 1** socio-cultural context and to **an emerging** standard of performance in relation to the targeted proficiency level **1** of the task as demonstrated by appropriate formative and summative assessments.
CB-02-01-01-01-CD-NMT-3-1	The NSW SEAL/SWCC personnel will **give commands** in order to **accomplish** tasks at the **tactical** level of conflict and within a **level 1** socio-cultural context and to **a developing** standard of performance in relation to the targeted proficiency level **1** of the task as demonstrated by appropriate formative and summative assessments.
CB-03-01-01-01-CD-NMT-2-1	The NSW SEAL/SWCC personnel will **ask and answer simple questions** in order to **accomplish** tasks at the **tactical** level of conflict and within a **level 1** socio-cultural context and to **an emerging** standard of performance in relation to the targeted proficiency level **1** of the task as demonstrated by appropriate formative and summative assessments.
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CB-06-01-01-01-CD-NMT-2-1	The NSW SEAL/SWCC personnel will **give a simple direction** in order to **accomplish** tasks at the **tactical** level of conflict and within a **level 1** socio-cultural context and to **an emerging** standard of performance in relation to the targeted proficiency level **1** of the task as demonstrated by appropriate formative and summative assessments.
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Block 3	
CB-02-01-01-01-CD-NMT-2-1	The NSW SEAL/SWCC personnel will **give commands** in order to **accomplish** tasks at the **tactical** level of conflict and within a **level 1** socio-cultural context and to **an emerging** standard of performance in relation to the targeted proficiency level **1** of the task as demonstrated by appropriate formative and summative assessments.
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CB-05-01-01-01-CD-NMT-2-1	The NSW SEAL/SWCC personnel will **give a simple instruction** in order to **accomplish** tasks at the **tactical** level of conflict and within a **level 1** socio-cultural context and to **an emerging** standard of performance in relation to the targeted proficiency level **1** of the task as demonstrated by appropriate formative and summative assessments.
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QQ-IAT-04-01-CD-NMT-0-0	Activity: What do you want to know?

Phase 3- Curriculum Design

Combining General and Mission Contexts in Communicative Tasks
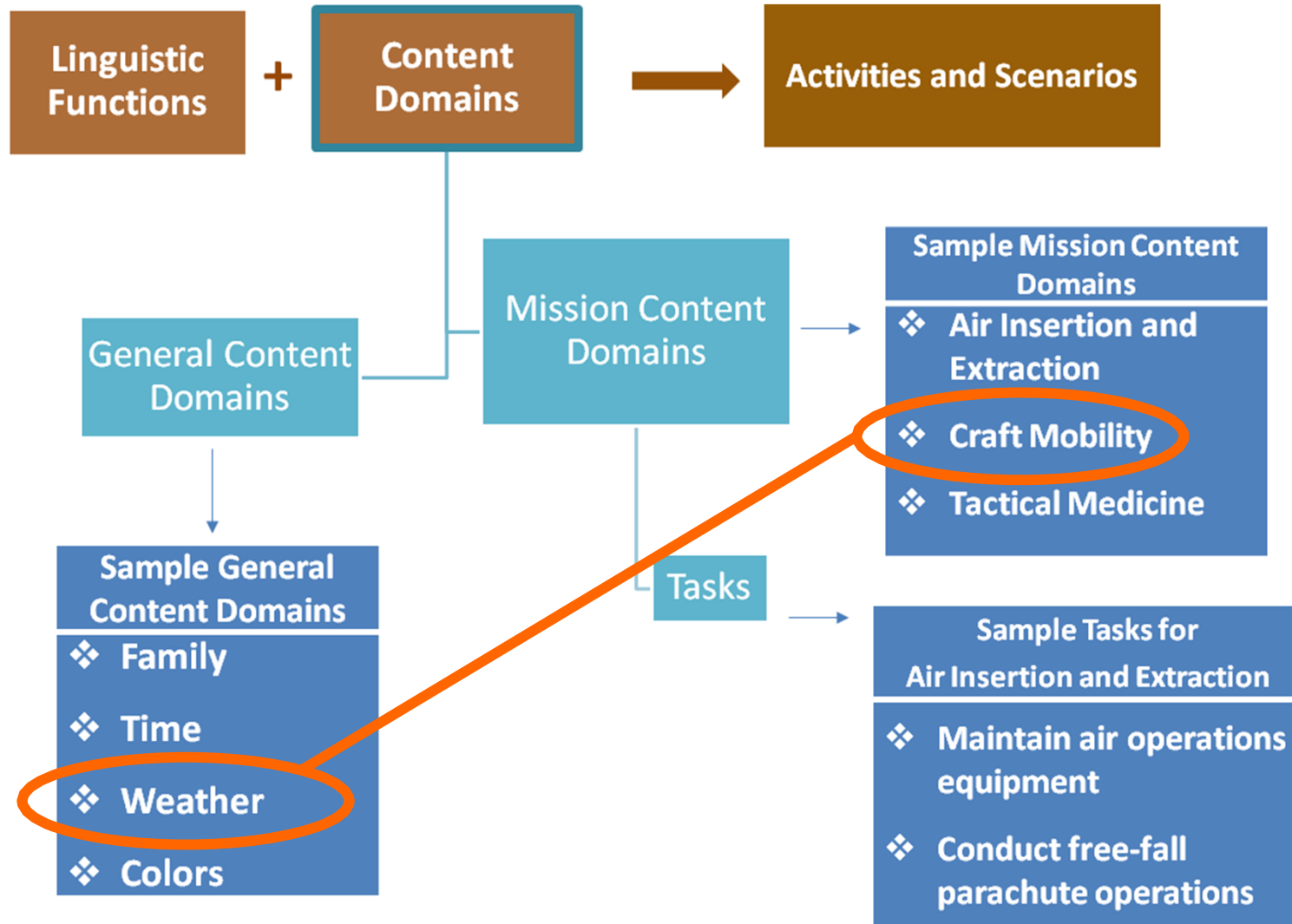
Phase 4 - Assessment Design
The OPI+

LINGUISTIC Functions

GENERAL Content Domains

MISSION Content Domains
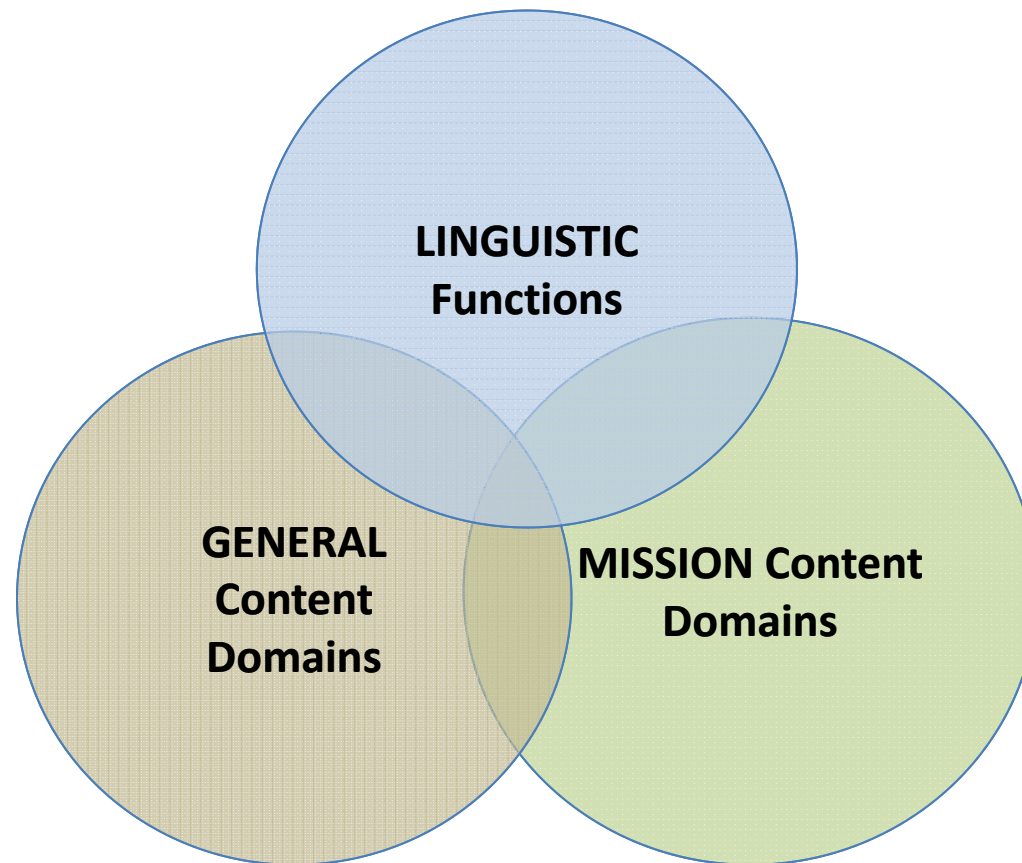
Current OPI…

- Valid and Reliable for measuring general proficiency
- Elicits and rates a speech sample based on the ILR Skill Level Descriptions for Speaking
- Focus is on required *linguistic functions* (for example, simple conversations, narrations, descriptions, reporting current events, supporting opinions, etc.) in general content domains

LINGUISTIC Functions

GENERAL Content Domains
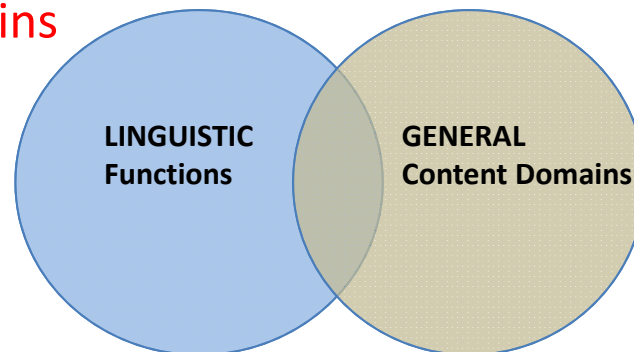
OPI+

- Same as OPI but adds on proficiency in mission content domains

LINGUISTIC Functions

GENERAL Content Domains

MISSION Content Domains
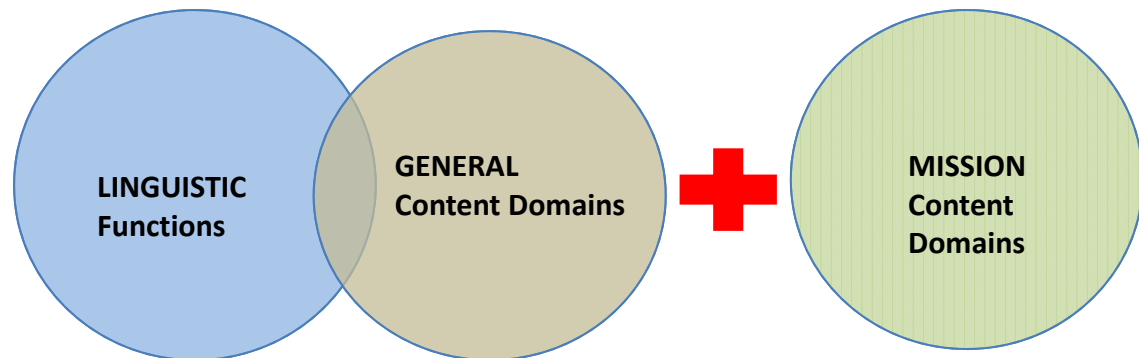
Steps in OPI+ Proof of Concept

I. Analysis of SOF Common Mission Core Competencies

II. Development of OPI+ prototype

  – Test Format

  – Test Guide

  – Tester Training and rendering of Guide into Spanish, Arabic

II. Pre-piloting of OPI+, adjustments to Test Format

IV. Research design/Pilot testing January 2016 of OPI+

V. Validation Studies

I. SOF Common Mission Task Core Competencies Review

Common Language Tasks Overlap between the Forces

- 457 tasks requiring TL communication
- 27% mapped into one another

Overlap

- MARSOC-SF   60%
- SF-NSW   58%
- MARSOC-NSW   54%
- AFSOC-MARSOC 21%

	AFSOC	MARSOC	NSW
MARSOC	21%		
NSW	9%	54%	
SF	11%	60%	58%

September 2014

MISSION TASK LEVEL ILR SPEAKING PROFICIENCY
REQUIREMENT CROSSWALK DOCUMENT

II. Construction of OPI+

- Development of Test Format

  Mirrors but supplements current ILR OPI

  0+ through baseline 3 (so far)

- Development of Test Guide

  Development of 3 options for each questions for

- Tester Training and Rendering of Test Guide into Spanish and Arabic

- Revisions after pre-pilot testing

OPI stops here| OPI+ adds this

Target Proficiency Level	Linguistic Function	Assessed in Current ILR OPI	To be Assessed in OPI+ (in addition to what is currently assessed)			
		Application Task in General Proficiency Domain	Mission Content Domain	Application Task related to the Mission Content Domain	Purpose (Perform/Train others/Plan and Prepare)	Level of Conflict (Tactical, Operational, Strategic)
L1	Give instructions	Explain a process such as how to repair a broken appliance	Air Insertion and Extraction Operations	Conduct Helicopter Rope Suspension	Train others	Tactical
L1	Give directions	Give directions on how to get from point A to point B, such as from the airport to your office	Land Operations	Conduct Land Navigation	Perform	Tactical
L1	State a simple sequence of predictable transactions	Organize plans for a future event such as a weekend picnic	Range Safety Operations	Operate Weapons Systems	Train others	Tactical
L1	Ask and answer questions	Get to know people at a "meet & greet"	Logistics	Maintain logistical systems	Perform	Operational
L1	Simple description	Provide details over the phone about a rash or injury	Tactical Medicine	Case Casualty Evaluation Procedures	Perform	Tactical
L1	Give instructions	Explain how to capture a screenshot on a cellphone	Specialized Support Equipment	Operate Photographic and Video Equipment	Train others	Tactical
L1	Give commands	Arrange for a package delivery in your absence	Tactical Communications	Using a messenger	Perform	Tactical
L2	Narration in past	Explain how an accident happened	Evolution Briefing	Giving a report	Perform	Operational
L2	Participate in work-related conversations	Discuss preparations for a meeting	Joint and Combined Operations	Build rapport with high level officers	Perform	Operational

Test Format in Pre-pilot

NSW ACTFL ILR OPI+ Test Format (Full Summary)

	Testlet #1	Testlet #2	Testlet #3	Testlet #4	Testlet #5	Testlet #6
Linguistic Function #1 GCD	**L1 G** Short conversation	**L1 G** Short Conversation with Simple description	**L1 or L2 G** Role Play Simple Situation or with Complication	**L2 G** Current events	**L1 or L2 G** Asking questions/Past narration	**L2 G** Future Narration
Linguistic Function #2 Moving to MCD L1/2	**L1 M** Simple Description [Tactical]	**L1 or L2 M** Giving Simple/Detailed Commands [Tactical]	**L1 or L2 M** Giving Simple/Detailed Instructions and Sequence of actions [Tactical/ Operational] or **L3 M** Hypothesis [Strategic]	**L1 or L2 M** Giving Simple/Detailed Directions [Tactical/ Operational]	**L1 or L2 M** Simple/Detailed instructions and Stating straightforward outcomes [Tactical]	**L1 or L2 M** Role Play Simple straightforward Transaction or with Complication [Tactical]
Linguistic Function #3 MCD L2/3	**L2 M** Past narration [Tactical]	**L2 M** Past narration [Tactical]	**L2 or L3 M** Give Straightforward explanations [Operational] or **L3 M** Support opinion [Strategic]	**L2 or L3 M** Present narration [Tactical] Or **L3 M** Dealing with topics Abstractly [Strategic]	**L2 M** Give simple brief/debrief (Past narration) [Operational]	**L1 or L2 M** Participate in work-related conversation [Operational] or **L3 M** Hypothesis [Strategic]

Picture #1

Read in English by the tester:

Now we are going to do a different activity. The proctor gave you an envelope. Please confirm the number on the envelope. Open the envelope and look at the picture.

Take a few moments to look at the picture and then provide me a possible account of the preceding events. What led up to this moment? Tell me the story of what happened before this moment.

III. Pre-piloting of OPI+

- 12 candidates
  - 8 Spanish
  - 4 Arabic
- One format: 7 testlets, 21 questions, 3 stimuli
- Shortened to 6 testlets, 18 questions, 3 stimuli
- 50-70 minute long
- Positive reaction from test takers
- General tester/rater agreement

Proof of Concept: Pre-Pilot Results

(NB: All test takers had taken a proficiency + mission proficiency course prior to exams.)

	Test #	ILR OPI			OPI+		
		Rate #1	Rate #2	Rate #3	Rate #1	Rate #2	Rate #3
Spanish Version 1	S1	2	1+	1+	2	2	
	S2	1+	1	1	1+	1	1
	S3	1	1	1	1	1	1
Spanish Version 2	S4	1	1		1	1	
	S5	0+	0+		0+	0+	
	S6	0+	0+		0+	1	0+
	S7				0+	0+	
	S8				1	1	
Arabic Version 2	A1	1	1		1	1	
	A2	1	1		1	1	
	A3	0+	0+		1	1	
	A4	1+	1+		1+	1	1+

IV. Adjustments to Test Format

- Shortened length to 5 testlets (15 questions)
- Revised certain items that were not effective in eliciting required functions
- Developed separate protocol for 0+
- Included the potential to award a baseline 3

NSW ACTFL ILR OPI+ Test Format for 0+

0+	Testlet #1	Testlet #2	Testlet #3
Linguistic Function #1	**L1 GP** Short conversation	**L1 GP** Role play Simple situation	**L1 GP** Simple description **Pictures of cafe**
Linguistic Function #2	**L1 MP:** Short conversation	**L1 MP** Giving simple directions **Map**	**L1 MP** Role play Simple straightforward transaction
Linguistic Function #3	**L1 MP** Simple description **Military pictures**	**L1 MP** Giving simple instructions	**L1 GP** Asking questions

NSW ACTFL ILR OPI+ Test Format (L1-3)

|	Testlet #1	Testlet #2	Testlet #3	Testlet #4	Testlet #5
Linguistic Function #1	**L1 GP** Short conversation	☐ **L1 MP/GP** Giving simple description ☐ **L2 MP/GP** Giving detailed description	**L2 MP** Present narration	**L2 GP** Current events	**L2 GP** Future narration
Linguistic Function #2	☐ **L1 MP** Short conversation ☐ **L2 MP** Participate in work-related conversation	☐ **L1 MP** Giving simple commands ☐ **L2 MP** Giving detailed commands ☐ **L3 MP/GP** Dealing with topics abstractly	☐ **L1 MP** Giving simple directions ☐ **L2 MP** Giving detailed directions	☐ **L1 MP** Simple instructions ☐ **L2 MP** Detailed instructions and stating possible outcomes ☐ **L3 MP/GP** Hypothesis	☐ **L1 MP** Role play: Simple straightforward transaction ☐ **L2 MP** Role play: Straightforward transaction or with possible complication ☐ **L3 GP** Role play: Linguistically unfamiliar situation
Linguistic Function #3	**L2 GP** Past narration	**L2 MP** Debrief	☐ **L1 GP** Short conversation ☐ **L2 MP** Give straightforward explanations ☐ **L3 MP/GP** Support opinion	☐ **L1 GP** Role play: Simple situation ☐ **L2 GP** Role play: Simple situation with a complication	☐ **L1 GP** Asking questions ☐ **L2 GP** Detailed description ☐ **L3 MP/GP** Support opinion

Next Steps

IV. Research Design/Pilot Testing of OPI+
V. Validation Studies

- In the early stages of validation/research design
- Looking for validation study participants:

While the OPI+ was created for SOF operators, we are looking for a wide range of validation study participants. If you have students who might be interested in taking an OPI and OPI+, please contact us.

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Questions?
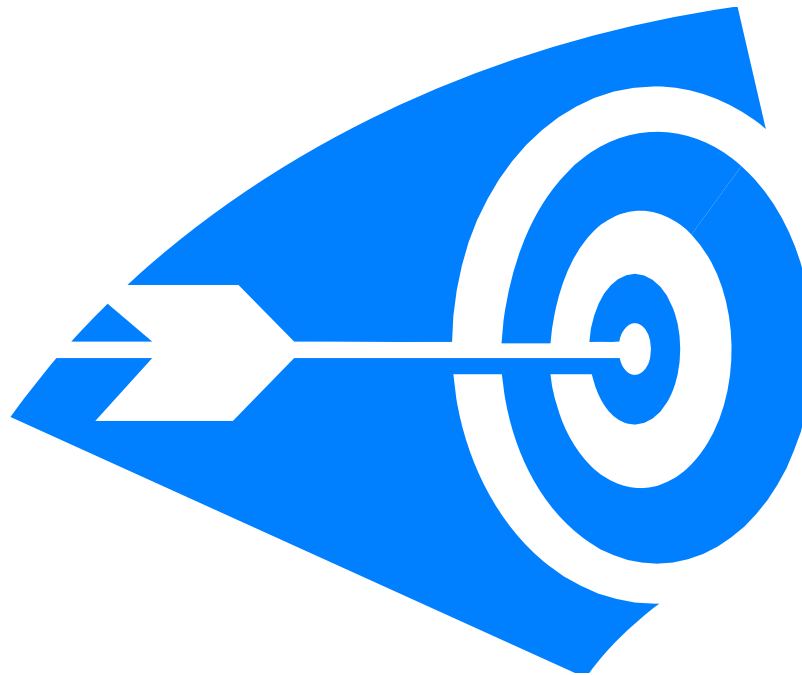
The OPI+: Effectively measuring readiness to do the job.

Backup Slides

Linguistic Functions

1. Conduct simple conversation to build rapport
2. Give commands
3. Ask and answer simple questions
4. Give a simple description
5. Give a simple instruction
6. Give a simple direction
7. Perform a simple straightforward transaction
8. Participate in work-related conversation
9. State a simple sequence of a limited number of predictable actions
10. Report an event (past, present, or future event)
11. Give straightforward explanation
12. Give simple briefs/debriefs
13. Deal with a predictable transaction/situation with a complication
14. Perform a range of predictable and unpredictable transactions
15. State straightforward alternatives or outcomes
16. Participate in a range of discussions
17. Present a situation report
18. Discuss potential actions, outcomes, implications
19. State and defend a position
20. Participate in complex negotiation