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14. ABSTRACT This presentation, which was delivered to the Interagency Language Roundtable Testing Committee on 21 FEB 2014, provided a systematic approach to planning, developing, and implementing assessments in immersion or iso-immersion contexts. The presentation covered the following topics: developing an assessment strategy, designing an immersion assessment, and concluded with two examples of how Special Operations Forces (SOF) components have conducted iso-immersion to assess their students.					
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Process-oriented Approach to Designing Immersion Assessments



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RESEARCH CONDUCTED BY: SWA CONSULTING INC.

Process-oriented Approach to Designing Immersion Assessments

Presented To:

Interagency Language Roundtable (ILR) Testing Sub-Committee

Presented By:

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Slide 1

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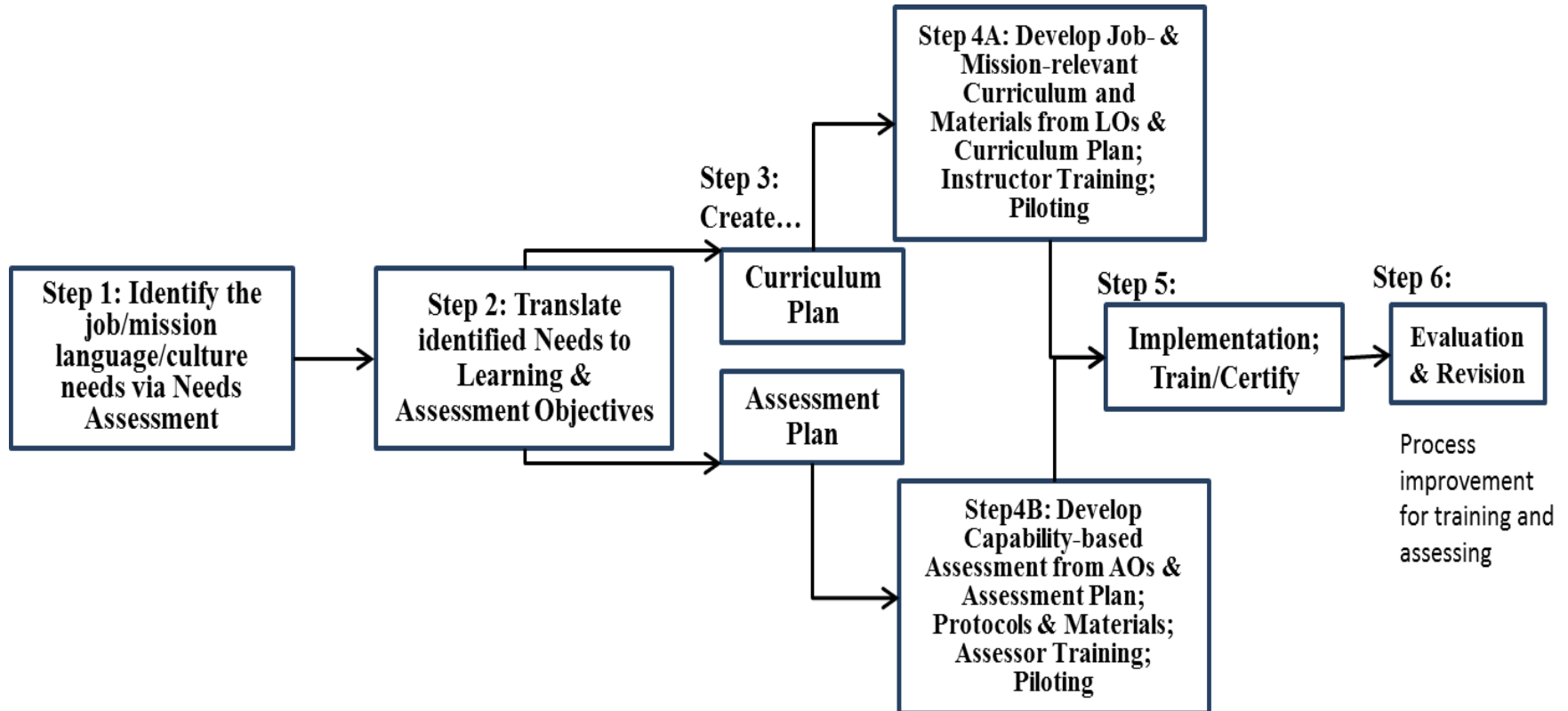
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Aligning with Mission Requirements

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Developing Mission-focused LREC Capability



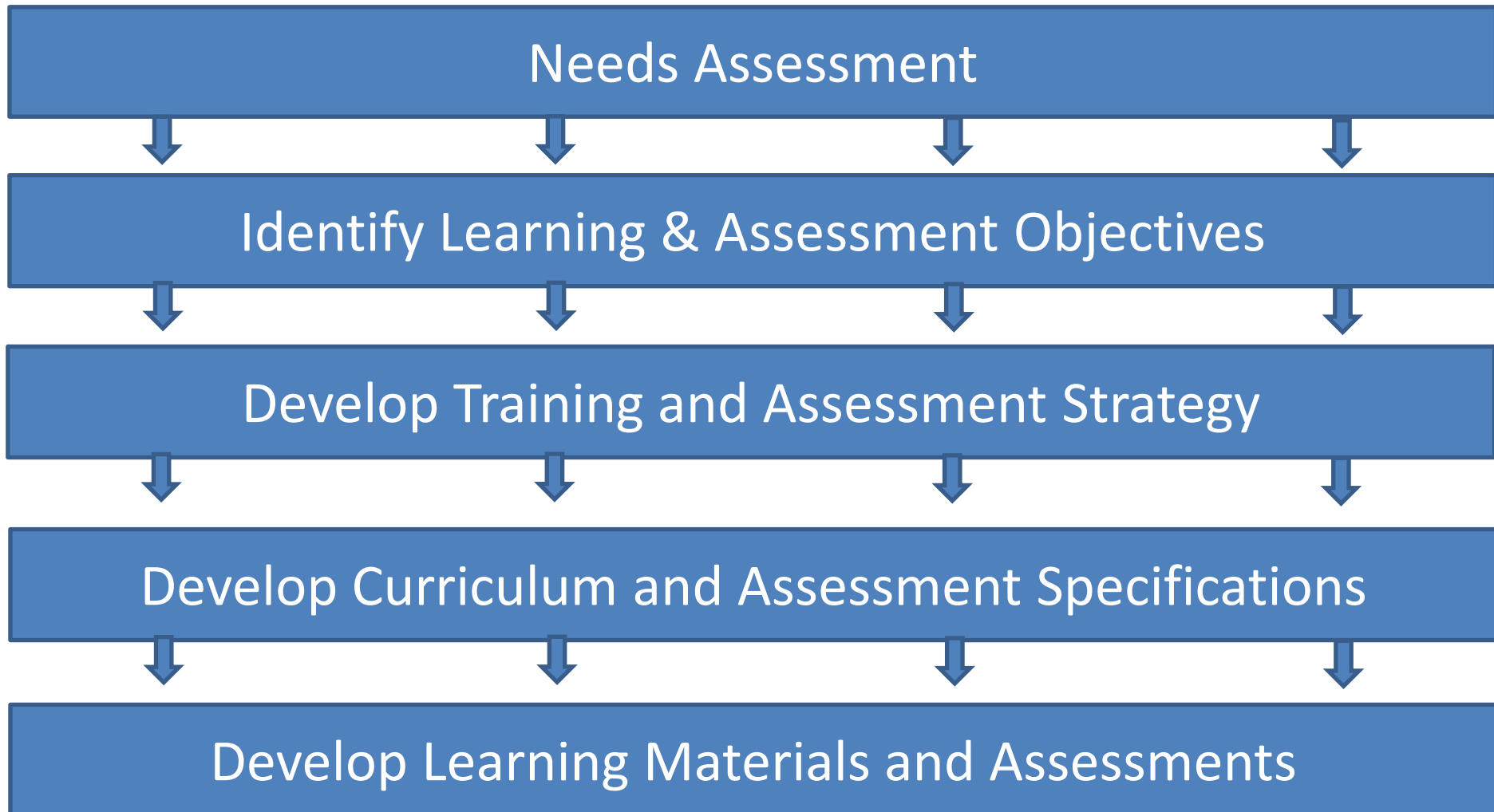
This model was originally presented at the 2013 United States Special Operations Command (USSOCOM) Command Language Program Manager (CLPM) Advanced Competencies Course in a presentation titled, *The Language Needs Assessment Process and Resulting Products*.

- Planning, developing and implementing an assessment in immersion or iso-immersion context is no different than others—**you need objectives and a clear plan or blueprint for success**
 - Have observed immersion exercises with no clear assessment of learning or assessment objectives
 - Systematic approach is needed to ensure utility and ROI of immersion
- What is the purpose of assessment?

The Importance of Alignment

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Develop Assessment Strategy

What and when to assess?

- **Purpose of assessment—formative or summative**
- Must match with Needs, Objectives and Learning Strategy (*what, when, how of learning*)
- *What is important for the learner to demonstrate at this point?*

How to assess it?

- Must be appropriate for **the purpose and objectives**
- *Does method allow learner to demonstrate status on objectives?*
- *support desired inference?*
- **Immersion allows demonstration of behavior (performance) in Context**

- **Role-play, Videogame, Simulation, Assessment Center, Work Sample, Field Exercise and Immersion methods allow measurement of behavior in CONTEXT to various degrees of fidelity**
- Techniques can be very similar
- Physical v. psychological fidelity
- Johns (2006) Discrete Context—task, social and physical
- 4Ps: Purpose, Practicality, Parsimony and Price
- Best practices from other areas can inform immersion assessment

Example: Assessment Center Best Practices

From International Task Force on Assessment Center Guidelines:

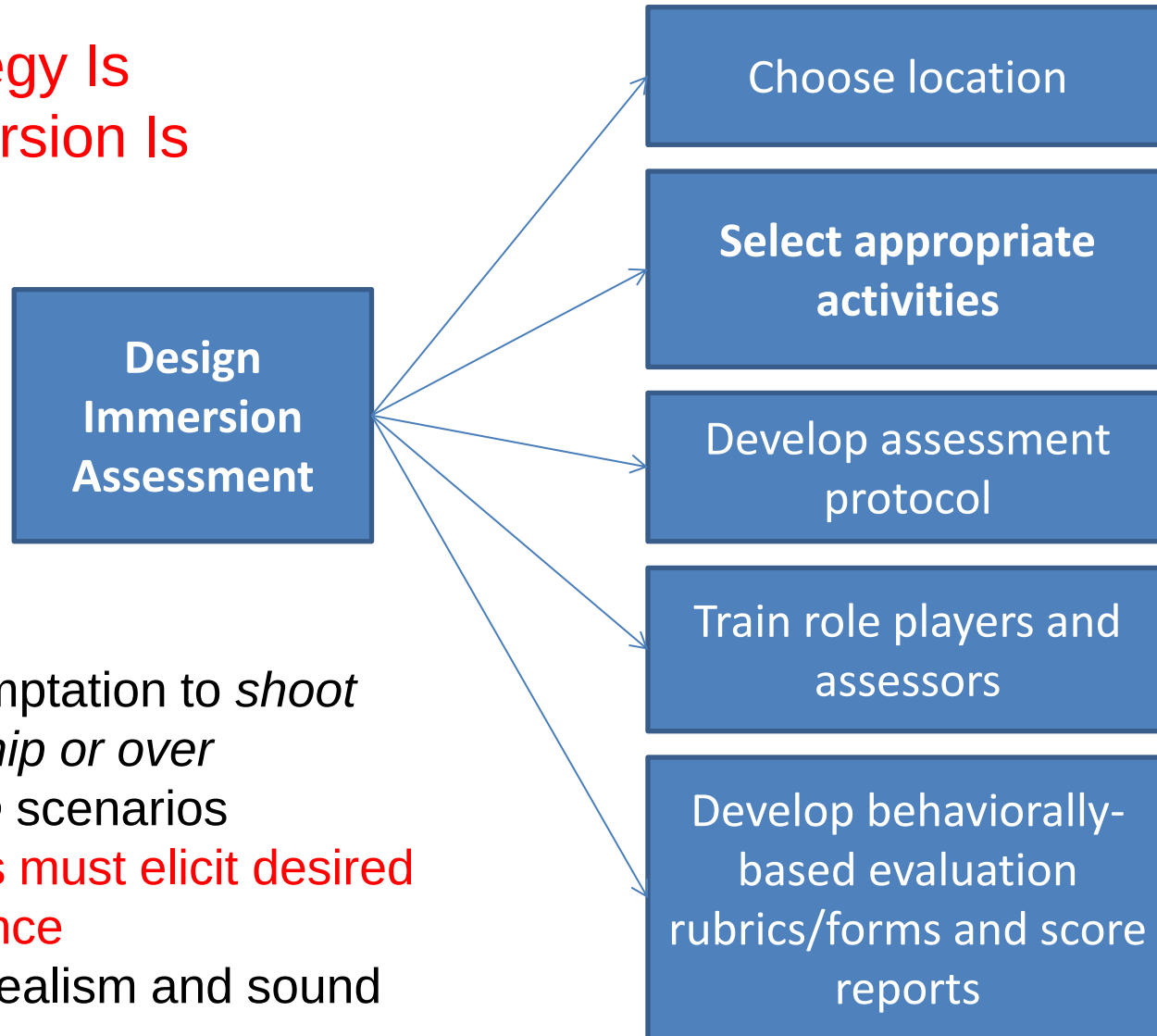
1. **Job analysis/competency modeling** – A job analysis of relevant behaviors must be conducted to determine the dimensions or competencies important to job success in order to identify what should be evaluated by the assessment center.
2. **Behavioral classification** – Behaviors displayed by participants must be classified into meaningful and relevant categories such as behavioral dimensions, attributes, characteristics, aptitudes, qualities, skills, abilities, competencies, or knowledge.
3. **Assessment techniques** – The techniques used in the assessment center must be designed to provide information for evaluating the dimensions previously determined by the job analysis.
4. **Multiple assessments** – Multiple assessment techniques [activities] must be used. The assessment techniques are developed or chosen to elicit a variety of behaviors and information relevant to the selected dimensions.
5. **Simulations** – The assessment techniques must include a sufficient number of job-related simulations to allow opportunities to observe the candidate's behavior related to each dimension/competency being assessed.

Process Model for Designing Immersion Assessment

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Once Strategy Is
Set & Immersion Is
Included....



- Resist temptation to *shoot from the hip* or over dramatize scenarios
- **Scenarios must elicit desired performance**
- Balance realism and sound practices

Two Examples

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Naval Special Warfare's ISO Immersion



Tactical Iraqi Role-Play Assessment

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Tactical Iraqi Role-Play Task 2: Introducing Your Team and Building Initial Rapport

Rater Instructions
Ask the interviewee to complete Task 2 in Iraqi Arabic. Please respond appropriately in the role-play as a "typical" Iraqi civilian on the street would respond. At the conclusion of Task 2, mark whether or not the interviewee successfully achieved each objective. Then, rate the interviewee's speech across all objectives on the scales below. Your ratings should be based on Task 2 only, NOT the OPI results or results on other tasks. Your rating should reflect performance within the narrow context and content of Task 2. Please consult the assessment protocol for the instructions to the interviewee for the role-play, complete task objectives, and more detailed instructions.

Task Objectives

	Completed?	
■ Objective 1: Introduce your team to the Iraqi, including your ranks...	☐ Yes	☐ No
■ Objective 2: Describe yourself, including your nationality and the branch of the military in which you serve.	☐ Yes	☐ No
■ Objective 3: Ask Iraqi about his/her family.	☐ Yes	☐ No
■ Objective 4: Describe your family to the Iraqi when appropriate, including your marital status and children...	☐ Yes	☐ No

For Task 2, rate the interviewee's Task 2 speech on each of the following scales. Remember, rate the speech within the narrow context and content of Task 2. This is not a global proficiency rating. See rater's protocol for the full scale. Mark only one response per scale.

1. Lexical Control

■	☐ Memorized words and phrases only that are related to this specific task in this context.
■	☐ Very limited but sufficient to cover the basic courtesy expressions, introductions, identification...
■	☐ Sufficient to communicate with ease on topics relevant for this task in this context and content domain.
■	☐ Broad enough for effective formal and informal conversations on practical, social, and professional topics...

2. Structural Control

■	☐ No control. Can only use memorized structures
■	☐ Structural accuracy is random or severely limited. Almost every utterance has errors in basic structures...
■	☐ Minimally cohesive discourse. Grammatical structures are usually not very elaborate & not thoroughly controlled; frequent errors...
■	☐ Effectively combines structure and vocabulary to convey meaning. Discourse is cohesive...

3. Sociolinguistic Competence

■	☐ Severely limited. Any knowledge of cultural appropriateness has a nonlinguistic source.
■	☐ Uses greetings and courtesy expressions. Can interact with native speakers used to dealing with non-natives.
■	☐ Satisfies routine social demands and limited work requirements in the context of the role-play tasks...
■	☐ Uses cultural references. When errors are made, can easily repair the conversation.

4. Delivery

■	☐ Even in memorized speech, stress, intonation, and tone usually quite faulty.
■	☐ Often speaks with great difficulty. Pronunciation, stress, intonation generally poor.
■	☐ Speaks with confidence but not facility. Can usually be understood by those not used to dealing with non-natives.
■	☐ Speaks readily and fills pauses suitably. Pronunciation may be obviously foreign...

5. Text Produced

■	☐ Individual words and phrases.
■	☐ Discrete sentences.
■	☐ Full paragraphs.
■	☐ Extended discourse.

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Assessment Design

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Choose appropriate location

- Need for control vs. authenticity and fidelity



Develop assessment protocol

- Promote standardization

Step 3

Task 1: Greeting an Iraqi civilian

1. Read in English the instructions and performance objectives for Task 1 in English.

READ THIS TO THE INTERVIEWEE:

“For Task 1, you are an American Soldier on the street of the fictitious Iraqi town of Al-Wardiya. You are in full gear and wearing sunglasses. You see an Iraqi civilian on the street and you approach. I will be the Iraqi civilian. Your goal will be to achieve the following objectives to the best of your ability using Iraqi Arabic.”

Task objectives –

- “Objective 1: Greet the Iraqi using a formal greeting”
- “Objective 2: Introduce yourself by stating your name”
- “Objective 3: Ask the Iraqi civilian what his or her [tester gender] name is”
- “Objective 4: Respond appropriately to what the Iraqi civilian says

“These are your objectives. Use sufficient Iraqi language to accomplish each one

Assessment Design

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Choose relevant activities



Select appropriate activities

- Equal opportunity to perform

Must provide an opportunity to demonstrate the desired behavior and to meet the assessment objective, especially if Summative.

But, could be designed to be observational learning opportunity. Or, could be team or role-based activity. Must fit objectives.

Ask on participants (leaners, role players, assessors) if each learner had the opportunity to perform or completed each activity or objective:

Task Objectives

Objective 1: Greet the Iraqi using a formal greeting.

Objective 2: Introduce yourself by stating your name.

Objective 3: Ask Iraqi what his or her [tester gender] name is.

Objective 4: Respond appropriately to what the Iraqi civilian says.

Completed?

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

Train role players and assessors

- Promote standardization
 - Proper elicitation of targeted language skills
-
- Research related to assessment centers in the I/O field has shown that a common challenge is for role players to elicit appropriate behaviors. Therefore, training is required (Schollaert & Lievens, 2011).
 - “Role-players should play objectively and consistently the role” (International Task Force on Assessment Center Guidelines, 2009, p. 248).
 - Role players allow learners to demonstrate the desired performance or lack thereof. Assessors consistently and effectively apply a rating rubric.

Develop appropriate scales and evaluation rubrics

- Link to objectives
- Shared mental model for all raters—training
- For formative assessments:
 - Behaviorally-based
 - Include learner in the process
 - Could be competency-based

Example #1:

3. Sociolinguistic Competence

- Severely limited. Any knowledge of cultural appropriateness has a nonlinguistic source.
- Uses greetings and courtesy expressions. Can interact with native speakers used to dealing with non-natives.
- Satisfies routine social demands and limited work requirements in the context of the role-play tasks...
- Uses cultural references. When errors are made, can easily repair the conversation.

Example #2:

From instructor perspective...

	Did not meet expectations	Approached expectations	Met expectations	Exceeded expectations	N/A
Conducting simple conversations to build rapport.....	☐	☐	☐	☐	☐
Giving commands.....	☐	☐	☐	☐	☐

Use your notes about the student's quality of language use to provide detailed feedback that the student can use to further develop his language skills.

Please list the student's top 3 effective behaviors. Then, explain why each behavior was effective.

From student perspective...

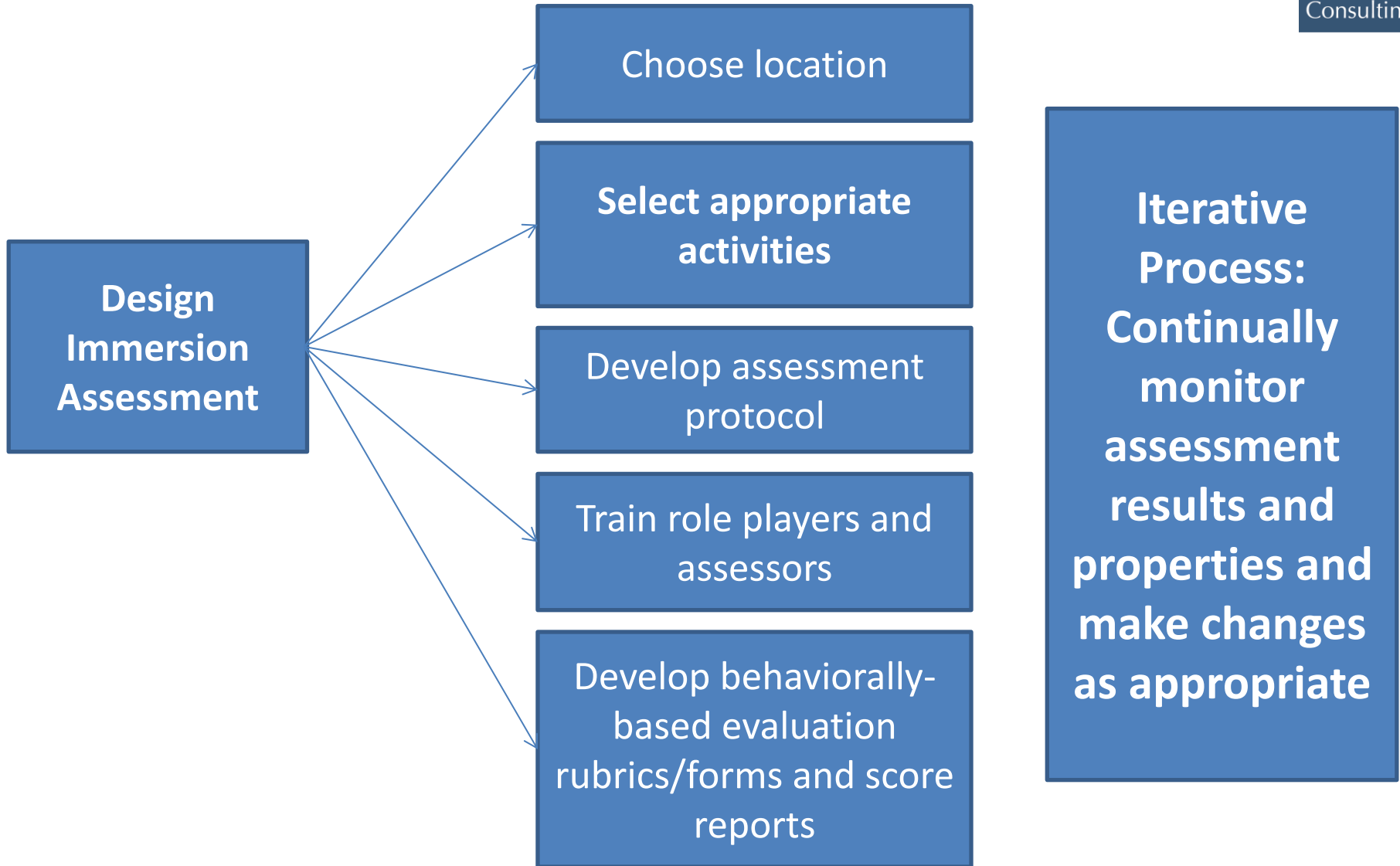
	Not Prepared	Slightly Prepared	Moderately Prepared	Very Prepared	N/A
Conducting simple conversations to build rapport.....	☐	☐	☐	☐	☐
Giving commands.....	☐	☐	☐	☐	☐

- Use of technology for capturing assessment performance and rating...
 - Audio
 - Video (e.g., Go Pro)
- Feedback and score reports must fit purpose
- Learner Perceptions
 - Relevant
 - Fairness
 - Accuracy

Process Model for Designing Immersion Assessment

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