STARTALK: Preparing Russian Teachers for the 21st Century

Day 4



Objectives for Day 3

- Únderstand, identify, and begin to implement STARTALK-endorsed principles of standardsbased curriculum instruction.
- Identify learners' diverse needs—age, proficiency level, learning styles, linguistic and cultural background (heritage vs. non-heritage), and special needs.
- Reflect on ways to create a lesson plan and use varied activities that meet learners' needs.
- Use and integrate authentic resources and develop tasks appropriate to the proficiency of the students

Review-Reflect

- Comments or questions on yesterday's experiences?
- Anything you would like us to work on / answer today?

Objectives for today

- Formative and Summative Assessment,
- Proficiency guidelines relate to Linguafolio
- 21st century skills map
- Putting it all together lesson planning

Can-do statements for today

- Identify the purpose and usage of assessment.
- Develop various types of assessments that require students to demonstrate evidence of learning.
- Identify learners' diverse needs—age, proficiency level, learning styles, linguistic and cultural background (heritage vs. nonheritage), and special needs.

Self-study resources for working with heritage students

- http://startalk.nhlrc.ucla.edu/default_start alk.aspx
- Lesson 3
- Lesson 5

Same Text, Different Tasks

- Take one authentic text
- Differentiate the tasks
 - What would a novice level (beginning) student do with the text?
 - What would an intermediate student do with the text?
 - What would a heritage speaker do with the text?

Lesson planning

- Use backward planning and the STARTALK template
- Think of a theme
 - o can be STEM, but doesn't have to be
 - Can be for any level of students (beginning, heritage, etc.)
 - You can work in groups on your first lesson, to support each other in your learning
- Think of can-do statements for the objectives of a one-class period lesson

Lesson planning continued

- Think of authentic resources that will support your theme and your can-do objectives
 - How will you find these resources?
- What kinds of communicative activities could your students do around these resources?
 - Interpersonal, interpretive, presentational

Assessment - Big Ideas

- Enduring Understanding: Assessment is an essential element of planning and instruction
- Essential Question: What kinds of assessment will help me and my students reach our language learning goal? How can we use assessment to help students and programs grow?

Student Assessment

- Formative
- Summative
- Good tests lead to good teaching, especially when we plan with the Backward Design approach

Performance Assessment

- · Link directly to objectives
- What should students be able to DO?
- How to design good tasks?
 - Contextualize
 - Meaningful
 - Performance, not drill
 - Start at the end the target and the standard

Sample Performance Assessments

- Worksheet for student weather research
- Should look just like normal tasks students do regularly – they won't even know they are being assessed!
- BAME
 - Beginning
 - Approaching
 - Meeting
 - exceeding

Evaluating Performance

- Checklists. Including can-do statements
- Rubrics
 - Analytic
 - RubiStar: http://rubistar.4teachers.org/
 - holistic

Other self-assessments

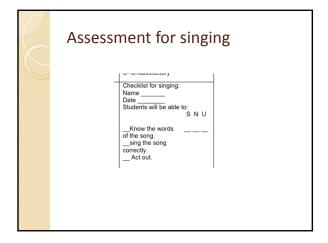
- Linguafolio
- What is proficiency?
- http://www.actfl.org/i4a/pages/index.cf m?pageid=4236

Proficiency Assessment

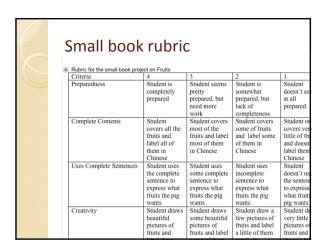
- Class Pak
- STAMP
- OPI/OPIc
- WPT
- SOPA
- ELLOPA

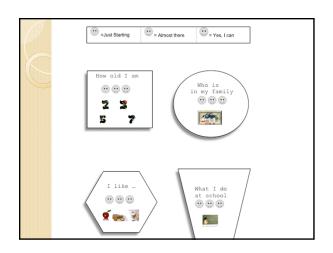
Checklist: Students is expected to say: "I want (fruits)." Date vs No S1 S2 S3 S4 S....

Students: 1. Watch a video clip on character Wo (I/ME) after the reading activity, 2. Making My Chinese book-fruit page: a. Cut the fruit out of the newspaper or draw fruits. b. Paste on My Chinese Book and cut the characters out with Pinyin. c. Paste the character labels with the right pictures. d. Students draw favorite fruits on the last page. e. Students share their books.	Checklist for reading and writing: Name Date Student is able to: S N U read the sentence pattern write correctly correct order write correctly know the meaning match the Characters with pictures S-S-Salisfactory N=Needs Improvement U=Unsatisfactory
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Group task

- Take one element of your unit/ any activity we have brainstormed
- Create an assessment for it a can-do, performance
- Create a rubric for how you would "grade" the performance
- Share with class