STARTALK: Preparing Russian Teachers for the 21st Century

Day 4



Objectives for Day 3

- Understand, 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. nonheritage), 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
 - 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

Assessment

Checklist:

Students is expected to say: " I want (fruits)."

want

want	(II uito).			
Date	Yes	No		
S1				
S2				
S3				
S4				
S				

Students:

- Watch a video clip on character Wo (I/ME) after the reading activity.
 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=Satisfactory		
N=Needs Improvement		
U=Unsatisfactory		

Assessment for singing

0-0113au31a0t01y
Checklist for singing: Name
Date
Students will be able to:
SNU
Know the words of the songsing the song correctlyAct out.

Oral assessment

General Checklist for the oral test on Fruits

Name Class	ss		Date	
Student is able to:				
	Yes	With help	Not yet	
Say the fruits learned in this lesson				
Express needs such as, "I want"				
Express feeling such as "I am hungry."				
Count the fruits from 1 to 10				
Identify the fruit characters with pictures	s			
Act out the verbs hungry				
Sing a song about the fruits				

Small book rubric

	Proporadnoss	Student is	Student cooms	Student is	Γ
	Criteria	4	3	2	
‡	Rubric for the small book proje	ct on Fruits			

wants

beautiful

pictures of

fruits and

labal tham

Student draws

Creativity

+	Rubric for the small book project on Fruits					
	Criteria	4	3	2	1	
	Preparedness	Student is	Student seems	Student is	Student	
		completely	pretty	somewhat	doesn't see	
		prepared	prepared, but	prepared, but	at all	
			need more	lack of	prepared.	
			work	completeness		
	Complete Contents	Student	Student covers	Student covers	Student on	
		covers all the	most of the	some of fruits	covers ver	
		fruits and	fruits and label	and label some	little of fru	
		label all of	most of them	of them in	and doesn'	
		them in	in Chinese	Chinese	label them	
		Chinese			Chinese	
	Uses Complete Sentences	Student uses	Student uses	Student uses	Student	
		the complete	some complete	incomplete	doesn't use	
		sentence to	sentence to	sentence to	the sentence	
		express what	express what	express what	to express	
		fruits the pig	fruits the pig	fruits the pig	what fruits	

wants

Student draws

some beautiful

fruits and label

como of thom

pictures of

wants

Student draw a

few pictures of

fruits and label

a little of them

nootly, in

pig wants

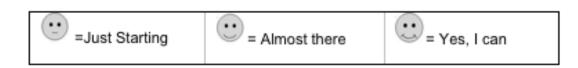
Student dra

very little

pictures of

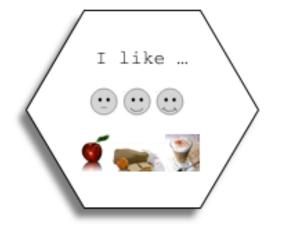
fruits and

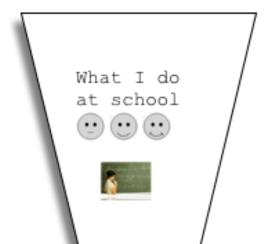
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Group task

- 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