

STARTALK: Preparing Russian Teachers for the 21st Century

Day 4



Objectives for Day 3

- Understand, identify, and begin to implement STARTALK-endorsed principles of standards-based 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 togetherlesson 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. non-heritage), and special needs.

Self-study resources for working with heritage students

- http://startalk.nhlrc.ucla.edu/default_startalk.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.cfm?pageid=4236>

Proficiency Assessment

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

Assessment

Checklist:

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

Date	Yes	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=Satisfactory

N=Needs Improvement

U=Unsatisfactory

Assessment for singing

U - Unsatisfactory	
Checklist for singing:	
Name _____	
Date _____	
Students will be able to:	
	S N U
___ Know the words of the song.	___
___ sing the song correctly.	
___ Act out.	

Oral assessment

General Checklist for the oral test on Fruits

Name _____ Class _____ 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	_____	_____	_____
Act out the verbs hungry	_____	_____	_____
Sing a song about the fruits	_____	_____	_____

Small book rubric

✚ Rubric for the small book project on Fruits

Criteria	4	3	2	1
Preparedness	Student is completely prepared	Student seems pretty prepared, but need more work	Student is somewhat prepared, but lack of completeness	Student doesn't see at all prepared.
Complete Contents	Student covers all the fruits and label all of them in Chinese	Student covers most of the fruits and label most of them in Chinese	Student covers some of fruits and label some of them in Chinese	Student on covers very little of fru and doesn't label them Chinese
Uses Complete Sentences	Student uses the complete sentence to express what fruits the pig wants	Student uses some complete sentence to express what fruits the pig wants	Student uses incomplete sentence to express what fruits the pig wants	Student doesn't use the sentence to express what fruits pig wants
Creativity	Student draws beautiful pictures of fruits and label them	Student draws some beautiful pictures of fruits and label some of them	Student draw a few pictures of fruits and label a little of them neatly in	Student dra very little pictures of fruits and doesn't lab



=Just Starting



= Almost there



= Yes, I can

How old I am



Who is
in my family



I like ...



What I do
at school



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