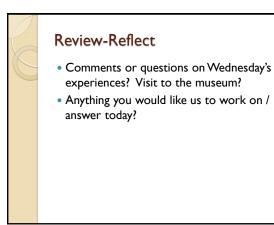
STARTALK: Preparing Russian Teachers for the 21st Century Day 5



Objectives for Day 3 were ...

- 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



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.
- define proficiency and identify assessment tools

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

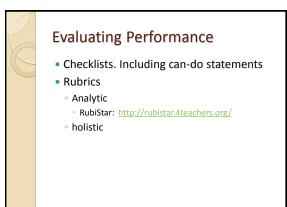
- Formative
- Summative
- Good tests lead to good teaching, especially when we plan with the Backward Design approach

Performance Assessment

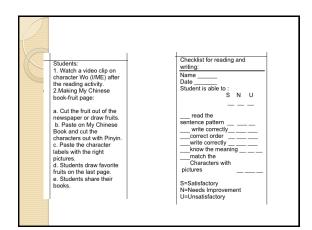
- Link directly to objectives
- What should students be able to DO?
- How to design good tasks?
 - Contextualize
 - Meaningful
 - Performance, not drill
 - Start at the end the target and the standard

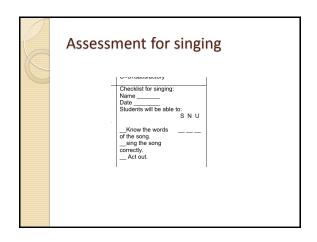
Sample Performance Assessments

- 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



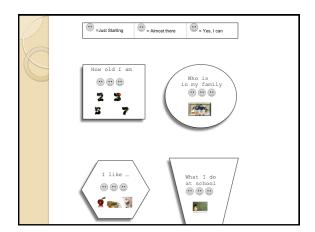
R	Assessment
)	Checklist: Students is expected to say: "1 want (fruits)." Date Ves No S1 S2 S3 S3 S4 S4 S





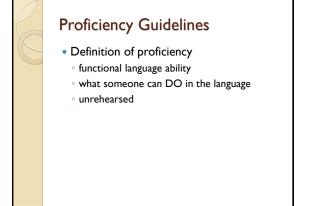
General Checklist fo	Oral assessment General Checklist for the oral lest on Fruits					
Name	Class		Date			
Student is able to:						
	Yes	With help	Not yet			
Say the fruits learne	d in this lesson					
Express needs such	as, "I want"					
Express feeling such	n as "I am hungry."					
Count the fruits from	1 to 10					
Identify the fruit char	acters with pictures					
Act out the verbs hu	ngry					
Sing a song about th	e fruits					

Small book rubric									
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 se 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 or covers ver little of fru and doesn 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 us the senten to express what fruits pig wants					
Creativity	Student draws beautiful pictures of fruits and	Student draws some beautiful pictures of fruits and label	Student draw a few pictures of fruits and label a little of them	Student dr very little pictures of fruits and					



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



What is proficiency?

- functional language ability
- what someone can DO in the language
- unrehearsed

What is proficiency?

- The OPI "assesses language proficiency in terms of the ability to use the language effectively and appropriately in real-life situations"
- "The OPI is not an achievement test"
- The OPI assesses "each individual performance to the assessment criteria"

The "old" scale

- Inverted pyramid
- Major categories
 - Novice
 - Intermediate
 - Advanced
- Superior

Which major level? Can communicate minimally with formulaic and rote utterances, lists and phrases.

• May be difficult to understand, even for speakers accustomed to dealing with non-native speakers.

Which major level?

- Can narrate and describe in major time frames and deal effectively with an unanticipated complication.
- Understood without difficulty by speakers unaccustomed to dealing with non-native speakers

What's the requirement to be certified in WA?

Advanced low

Credit for proficiency

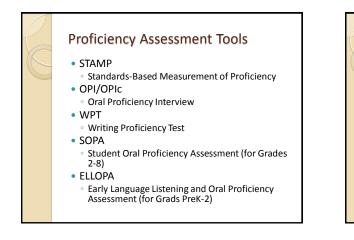
- http://www.k12.wa.us/WorldLanguages/C ompetencyBasedCredits.aspx
- Novice Mid I credit (Carnegie Unit)
- Novice High 2 credits
- Intermediate Low 3 credits
- Intermediate Mid 4 credits

CEFR

- Common European Framework of Reference
- http://www.actfl.org/i4a/pages/index.cfm?p ageid=5288

2012 Guidelines (New!)

- http://actflproficiencyguidelines2012.org/
- additional category of Distinguished
- multimedia samples in English
- glossary



Proficiency self-assessments

- Linguafolio
 - o https://linguafolio.uoregon.edu/
- iCan
 - http://www.avantassessment.com/ican