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 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 Wednesday's experiences? Visit to the museum?
- Anything you would like us to work on / answer today?

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

Evaluating Performance

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

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.
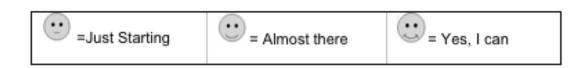__ Act out.

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' 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 sentend 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

☺ ☺ ☺

2 3

5 7

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

Proficiency Guidelines

- Definition of proficiency
  - functional language ability
  - what someone can DO in the language
  - unrehearsed

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/CompetencyBasedCredits.aspx
- Novice Mid – 1 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?pageid=5288

2012 Guidelines (New!)

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

Proficiency Assessment Tools

- STAMP
  - Standards-Based Measurement of Proficiency
- OPI/OPIc
  - Oral Proficiency Interview
- WPT
  - Writing Proficiency Test
- SOPA
  - Student Oral Proficiency Assessment (for Grades 2-8)
- ELLOPA
  - Early Language Listening and Oral Proficiency Assessment (for Grads PreK-2)

Proficiency self-assessments

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