



- 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 visit to the museum? Today's experience?
- 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



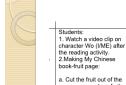
Evaluating Performance

- 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	1
S1			1
S2			
S3			
S4			1
S			



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.

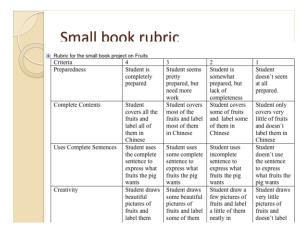
Checklist for reading and writing:
Name
Date
Student is able to:
S N U

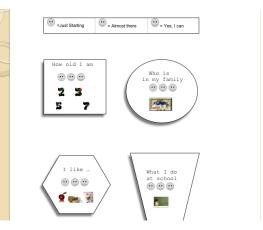
read the sentence pattern
write correctly
correct order
write correctly
know the meaning
match the
Characters with
pictures
S=Satisfactory
N=Needs Improvement
U=Unsatisfactory



Assessment for singing





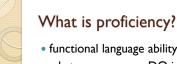




- Take one element of your unit/ any activity we have brainstormed
- Create an assessment for it a can-do, performance
- · Create a rubric for how you would "grade" the performance
- · Share with class

Proficiency Guidelines

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



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



- 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 nonnative 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



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



- 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
- Writing Proficiency Test
- - Student Oral Proficiency Assessment (for Grades
- 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