

## 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 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



## 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 seem 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 only covers very little of fruits and doesn't label them in 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 the 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 draws very little pictures of fruits and doesn't label

☹ = 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

## 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>