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

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)."

want

want	(II alto).		
Date	Yes	No	
S1			
S2			
S3			
S4			
S			

Students:

- Watch a video clip on character Wo (I/ME) after the reading activity.
 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

0-0113ati31a0t01y
Checklist for singing: Name
Date
Students will be able to:
SNU
Know the words of the songsing the song correctlyAct out.

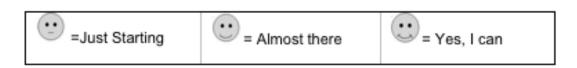
Oral assessment

General Checklist for the oral test on Fruits

Name	Class		Date	_ 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 hung	gry."			
Count the fruits from 1 to 10				
Identify the fruit characters with pic	tures			
Act out the verbs hungry				
Sing a song about the fruits				

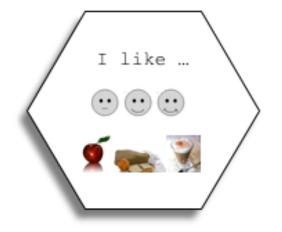
Small book rubric

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











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 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

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