# STARTALK: Preparing Russian Teachers for the 21st Century

Day 5

STARTALK
Start Talking!

# 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

# 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 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 |

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