Where in the H### is Matt?

Kabul, Afghanistan

http://www.youtube.com/watch?v=Pwe-pA6TaZk - t=39
Getting started

What do you want your students to take away from your program?
What is **worth doing**?

How do we **measure performance**?

Are we **advancing** our students’ **language proficiency**?
What is **worth doing**?
A **theme** describes a UNIT of instruction that is . . .
- Global in nature
- Large enough to include more than one “C”
- Worth doing
- Can be re-introduced and expanded at different levels of instruction

A **theme** is NOT limited to . . .
- An activity
- A grammar point
- A vocabulary list
- A technology tool
Theme

From: Advanced Placement Themes
Understanding by Design
Grant Wiggins and Jay McTighe

ENDURING UNDERSTANDINGS
• Involve the Big Ideas that give meaning and importance to facts.
• Can transfer to other topics, fields, and adult life.

ESSENTIAL QUESTIONS
• Provocative questions foster inquiry, understanding, and transfer of learning.
• Drive the unit design.
What is **worth doing?**

**Theme:** Daily Routine

**Targeted Proficiency Level:** Novice high/Intermediate Low

**Enduring understandings:**
Every person has a certain rhythm of life (routine). Various factors influence this rhythm.

**Essential questions:**
What factors influence people’s daily routines around the world? How much control do you have over your everyday routine? What is an ideal routine for you?
“Many children think they have no “culture”—that culture is something that requires a costume, a dance, a spicy food, or a set of drums. Students need to be able to see that the games they choose to play, the way they spend their free time, the jokes they laugh at, the slang they use, their parents’ rules, and their favorite family stories are all cultural components. Teachers as well as students are surprised when they see how unalike their “similar” lives are.” (Planning Curriculum in International Educations, Wisconsin D.P.I., 2002)
One “iceberg” view of Culture
HOME: What is worth doing?
Discuss what you want students to “take away” from this theme. Consider elements such as Perspectives/Products/Practices, Enduring Understandings and Essential Questions, Globalizing the theme, Other . . .
How do we measure performance?
How do we measure performance?

INTEGRATED PERFORMANCE ASSESSMENT

Presentational  Interpersonal  Interpretive
Interpretive Mode

**Standard 1.2** Students understand and interpret written and spoken language on a variety of topics.

- Based on authentic materials, by native speakers for native speakers
- One-way communication with no opportunity to ask for clarification
- Demonstrates **understanding**, not just translating
- Requires the use of various comprehension strategies
- Goes beyond reading/listening for specific details or checking for vocabulary understanding
- Takes into account the author or speaker’s purpose and perspective
- Employs background knowledge of context and culture
Presentational Mode

Standard 1.3  Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

- Planned, organized, rehearsed, polished, edited
- Prepared with audience in mind: comprehensible, interesting, culturally appropriate
- Can be presented in a variety of forms, even for the same performance assessment
- Accuracy is more important
- Provides the opportunity to demonstrate language skills (not a focus on technology or creative skills)
Interpersonal Mode

**Standard 1.1** Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.

- Message is most important
- Spontaneous
- Requires negotiation of meaning
- Reacts / responds to partner’s message
- Asks for clarification
- Expands on ideas
- Keeps the conversation going
- Shows interest in what others are saying
- Vocabulary and/or structure errors do not interfere with communication
- Uses strategies other than English to clarify when partner does not understand
## Performance Assessments (Summative)

<table>
<thead>
<tr>
<th>Interpretive</th>
<th>Presentational</th>
<th>Interpersonal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read emails from Costa Rican teens and compare the daily routine in Costa Rica to the daily routine of Monroe teens.</td>
<td>Prepare a presentation for your partner school that describes daily routine. Consider aspects of the routine that might not be familiar to your audience in another culture.</td>
<td>Talk to each other about your daily routine. What is an “ideal” routine for you? Discuss ways that your culture influences your routine.</td>
</tr>
</tbody>
</table>
How do we measure performance?

Rubric Design

http://www.youtube.com/watch?v=aGrk-FYdins
http://www.youtube.com/watch?v=Apu_babDbso
http://www.youtube.com/watch?v=PLHj-eekdNU
How do we measure performance?

Steps for Rubric Design

1. Determine what aspects of the performance you want to assess
2. Determine “how well”—Set realistic expectations according to Performance Guidelines
3. Describe performance that MEETS expectations
4. Describe performances that EXCEED and DO NOT MEET expectations
5. Pilot with students and revise based on student work and feedback
6. Determine how to communicate the results

from The Keys to Assessing Language Performance, Paul Sandrock, ACTFL, 2010, p. 45
How do we measure performance?  
Steps for Rubric Design

1) Determine what aspects of the performance you want to assess

- Comprehensibility (How well is the student understood?)
- Comprehension (How well does the student understand?)
- Language Control (How accurate is the student’s language?)
- Vocabulary (How extensive and applicable is the student’s vocabulary?)
- Cultural Awareness (How is the student’s cultural knowledge reflected in language use?)
- Communication Strategies (How does the student maintain communication?)

from The Keys to Assessing Language Performance, Paul Sandrock, ACTFL, 2010, p. 45
How do we **measure performance?**

*Steps for Rubric Design*

2. Determine “how well”—Set realistic expectations according to Performance Guidelines

**TIME AS A CRITICAL COMPONENT FOR DEVELOPING LANGUAGE PERFORMANCE**

<table>
<thead>
<tr>
<th>Beginning Point for Language Learning</th>
<th>Novice Range</th>
<th>Intermediate Range</th>
<th>Advanced Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10</td>
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<tr>
<td>9-12</td>
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<td>K-12</td>
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<tr>
<td>K-16</td>
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How do we measure performance?

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from *The Keys to Assessing Language Performance, Paul Sandrock, ACTFL, 2010, p. 45*
Elements of an effective rubric

• Clearly describes what makes a “quality” performance. (Describes global performance. Is not limited to a simple checklist.)
• Is shared with the students before they do a performance assessment and helps guide their preparation.
• May be designed with input from the students.
• Sets different criteria for assessment based on the mode of communication. For example: accuracy standards are much higher for a presentational assessment than they are for an interpersonal assessment.
• Gives proper weight to the different elements of a performance.
• Is based on realistic expectations from the ACTFL Proficiency Guidelines.
• Describes a performance that: “meets”, “exceeds” or “does not meet expectations.”
• Highlights the student’s strengths and weaknesses.
• Shows the student how he/she can improve.
• May need to be translated into a “percentage” score.
• Is subject to on-going review and revision.
Are we advancing our students’ language proficiency?

<table>
<thead>
<tr>
<th>Novice Level</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Most accurate when producing simple sentences in present time</td>
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</table>

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<tr>
<th>Intermediate Level</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Weak: Most accurate when producing simple sentences in present time</td>
<td>Strong: Most accurate with connected sentence-level discourse in present time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced Level</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most accurate when producing simple sentences in present time</td>
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</table>
Intermediate High
“Interactive”: Engages, maintains communication for variety of purposes
Healthy routine / lifestyle

Intermediate Mid
“Creates own thoughts”: More language independence
Teen jobs

Intermediate Low
“Survivor”: Recombines learned pieces, Simple situations
Daily routine

Novice Mid/High
“Parrot”: Memorized phrases, lists
Free time activities
Intermediate High
“Interactive”: Engages, maintains communication for variety of purposes

Intermediate Mid
“Creates own thoughts”: More language independence

Intermediate Low
“Survivor”: Recombines learned pieces, Simple situations

Novice Mid/High
“Parrot”: Memorized phrases, lists
REVIEW

- What is **worth doing**?
- How do we **measure performance**?
- Are we **advancing** our students’ **language proficiency**?
Wrap Up
Where in the H### is Matt?

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