

Assessment to Inform Instruction

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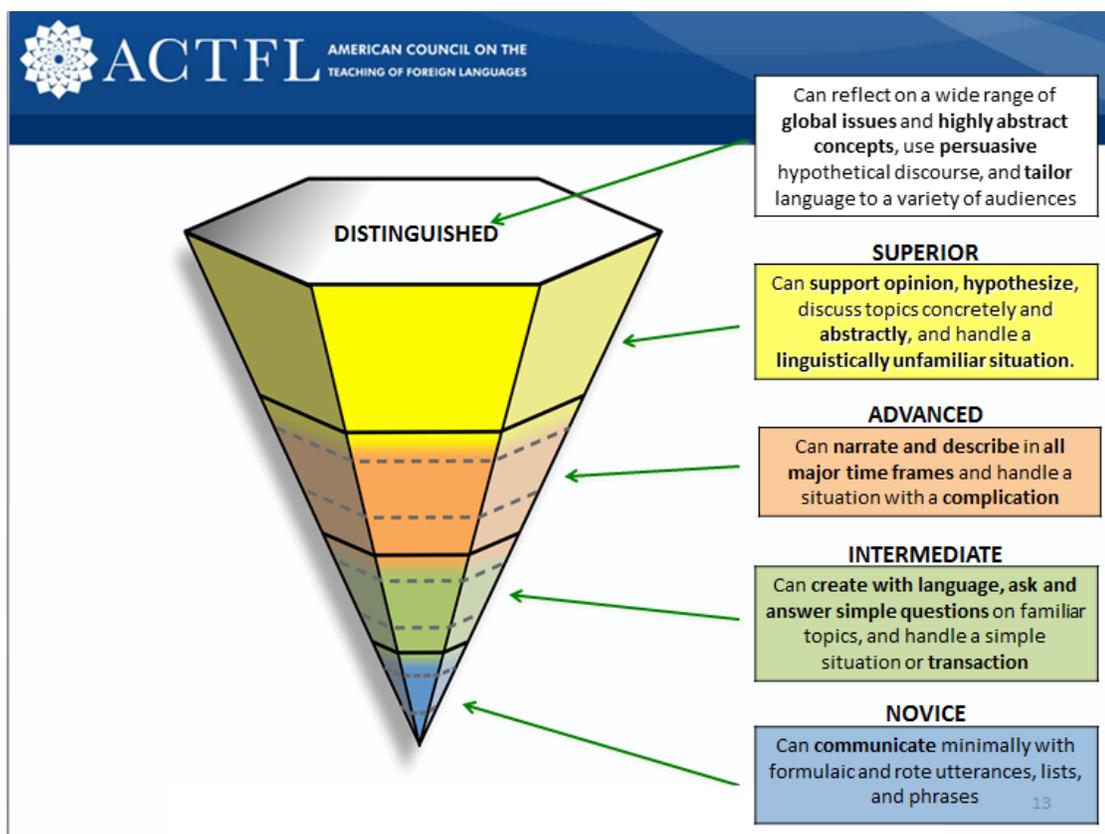
To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction.

~Steven Covey

Today's Learning Goals

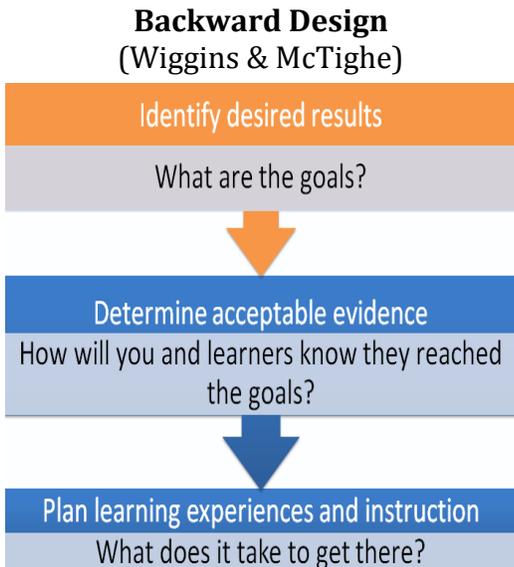
I can ...

- describe the differences between assessments of proficiency and of performance
- describe to my students how to move from Novice to Intermediate; Intermediate to Advanced
- use this understanding of assessment to frame learning targets and guide classroom instruction and assessment



Key Considerations	Getting to the Next Level
<p>At any level:</p> <ul style="list-style-type: none"> • Perfection is NOT the goal • Need to feel successful within partial control, and push learners (level check – then probe), to get to full control 	<p>Focus on:</p> <ul style="list-style-type: none"> • Elaboration (more specific and descriptive) • Narration (connection of ideas, sentences) • Using language to accomplish the function • Using language more spontaneously, more independently

Performance	Proficiency
<ul style="list-style-type: none"> • Based on Instruction • Practiced • Familiar Content and Context 	<ul style="list-style-type: none"> • Independent of specific instruction or curriculum • Unpredictable • Broad Content and Context
<p>The language a learner produces on a collective set of performances generally correlates to a proficiency level; ratings that a language learner receives on a variety of performance assessments provides evidence of how the learner may be rated on an assessment of proficiency</p>	



Text Type
<p>Quantity and Organization of Language Expands</p> <ul style="list-style-type: none"> • Isolated words • Words and phrases • Discrete sentences • Strings of sentences • Connected sentences • Single paragraphs • Multiple paragraphs • Extended cogent discourse

A Balanced Lifestyle

<p>Interpretive Mode Learners will read a blog written by a teenager where he discusses his activities. They will demonstrate comprehension by answering questions about main ideas and will complete a graphic organizer based on information found in the text.</p>	<p>Interpretive Mode Learners will watch a commercial for a product that promises to make life easier or less stressful and will demonstrate comprehension by analyzing the effectiveness of the message and product.</p>	<p>Interpretive Mode Learners will read a schedule of a top athlete to determine how he spends the hours in his day deciding what elements are part of a balanced lifestyle and what is missing.</p>
<p>Presentational Mode Learners will create a presentation based on multiple sources of information highlighting ways to promote a balanced lifestyle for teenagers. The presentation will be shared with another French class.</p>	<p>Interpersonal Mode In pairs or small groups, learners share what they have learned about their lifestyle and the lifestyle of teenagers in (France) in terms of a balanced lifestyle. They compare their daily routines and schedules and make and respond to suggestions to adjust their lifestyle.</p>	

Identify the Can-Do Statements demonstrated by these performance assessments:

Novice-Mid/Novice-High		
INTERPERSONAL	INTERPRETIVE	PRESENTATIONAL
Find at least five things you have in common and/or differentiate with your partner regarding your favorite holiday	Show a video clip (in target language) of the celebration of a holiday in the target culture; have students fill out in their native language a graphic organizer to capture what was learned	Create a video explaining your favorite holiday to be shown to a student from a target country (highlighting similarities and differences)
Intermediate		
INTERPERSONAL	INTERPRETIVE	PRESENTATIONAL
Find out with your partner how much you have in common and the major differences in your families' background (heritage and immigration experiences)	Listen to an interview with a recent immigrant in order to create a timeline of his/her family's immigration experiences	Create a PowerPoint to describe the step-by-step process needed to obtain legal status; then use the PowerPoint to tell the process to classmates
Intermediate High		
INTERPRETIVE	INTERPERSONAL	PRESENTATIONAL
Given three sources, create a Venn diagram to compare/contrast responsibilities of family members in _____	Come to agreement on how many ways your responsibilities will change as you get older; tell of one change in the past 10 years	Supported by a PowerPoint explain similarities/differences of how your responsibilities will be different in the target culture

Your Turn - Consider An Upcoming Unit of Instruction

Theme/Topic			
Essential Question			
<p>Goals: Learning Targets</p> <p><i>What should learners know and be able to do by the end of the unit?</i></p>	<p>Learners will be able to:</p>		
<p>Summative Performance Assessments</p> <ul style="list-style-type: none"> • <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> • <i>They are integrated throughout the unit.</i> • <i>The template encourages multiple interpretive tasks.</i> • <i>The interpretive tasks inform the content of the presentational and interpersonal tasks.</i> • <i>The tasks incorporate 21st Century Skills.</i> 	Interpretive Mode		
	Presentational Mode	Interpersonal Mode	