

Building 21st Century Literacy: Developing and Assessing Language Performance



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American Council on the Teaching
of Foreign Languages

Outline:

Focusing Instruction:

Using the lens of performance assessment

Building Repertoire: Assessing performance
in each mode of communication

Focusing Standards-based Instruction

- ➔ Starting with the **end goals** in mind
 - Creating **purposeful tasks**
 - **Balancing assessment**

**You are assigned to teach a unit on
school and education**

... what do you teach?

You have a student coming from the target country to spend a year at your campus.

How will you get ready to help that student adjust to spending a year at your campus?

Standards-based learning



Interpretive
Presentational
Interpersonal

Beyond School
Lifelong Learning

Products
Practices
Perspectives

Nature of Language
Concept of Culture

Reinforce Information
Acquire Information



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Traditional planning design:

- 1. start with the vocabulary and grammatical structures**
- 2. practice**
- 3. quiz**
- 4. practice more**
- 5. culture**
- 6. chapter test**

Designing backwards:

- 1. start with the end goals (standards-based performance goals)**
- 2. envision activities to lead students to success**
- 3. select the means (language elements: vocabulary, grammar, functions)**

21st Century Skills

“Among the key required skills of our time include the ability to work collaboratively with people from different countries or geographic regions. Students need greater sensitivity to different cultures and languages, including more exposure to languages. They need to build such skills through real-world experiences and projects. Thoughtful use of new and emerging technologies is one way for this to happen.”

---Curtis Bonk, THE WORLD IS OPEN

Focusing Standards-based Instruction

- Starting with the **end goals** in mind

➔ **Creating purposeful tasks**

- **Balancing assessment**

Reaching the Language Goals: Summative Assessments

World Language Assessment: Get in the Mode!

(www.ecb.org/worldlanguageassessment)

Terry Neumann-Hayes

Arrowhead High School, Hartland, WI

- How many ways does Terry have her students demonstrate their growing proficiency?
Interpersonal – Interpretive – Presentational
- What contributes to the students' motivation to be actively engaged?

Three Modes of Communication

Interpersonal	Interpretive	Presentational
<ul style="list-style-type: none">• <i>Negotiation of meaning</i>• Listening and Speaking• Reading and Writing	<ul style="list-style-type: none">• <i>Interpretation</i>• Listening• Reading• Viewing	<ul style="list-style-type: none">• <i>Creation</i>• Speaking• Writing• Visually Representing

Lead with Culture - Language will Follow



EMPLOI DU TEMPS CM1

	LUNDI	MARDI	JEUDI	VENDREDI	SAMEDI
8h30	DICTÉE DE MOTS	CONJUGAISON	DICTÉE	LECTURE EXPRESSION ÉCRITE	EDUCATION CIVIQUE
9h	GRAMMAIRE		ORTHOGRAPHE		
9h30	ATELIERS LECTURE	ATELIERS	ATELIERS LECTURE	ATELIERS	VOCABULAIRE
10h		CALCUL MENTAL		MATHEMATIQUES	MATHEMATIQUES
10h30	CALCUL MENTAL MATHEMATIQUES	MATHEMATIQUES	CALCUL MENTAL	MATHEMATIQUES	MATHEMATIQUES
11h				ANGLAIS CONJUGAISON	EPS
11h30	MATHEMATIQUES	VOCABULAIRE	MATHEMATIQUES	CHANT	CHANT
12h	ORTHOGRAPHE	MUSIQUE	GRAMMAIRE GEOGRAPHIE		
13h30					
14h	HISTOIRE	EPS	GEOGRAPHIE	SCIENCES-TECHNO.	
14h30	EPS	PREP. DE DICTÉE	EPS	ARTS PLASTIQUES	
15h	ANGLAIS		ANGLAIS		ANGLAIS
15h30					
16h	ETUDE	ETUDE	ETUDE	ETUDE	

Performance Assessments: Travel

Where would I like to travel?	Listen to travelogue	Write brief website descriptions	Look at photos and discuss
Why would I choose a particular destination?	Complete a fact sheet from Internet sources	Create a commercial and a flyer	Discuss which places you want to visit
How could travel help my career options & qualifications?	Identify how places for study or work help careers	Evaluate career advantages	Write a letter to apply for internship
How does travel change the way I look at the world?	Discuss stereotypes	Write newspaper editorial	Describe cultural influences in story

Focusing Standards-based Instruction

- Starting with the **end goals** in mind
- Creating **purposeful tasks**

 **Balancing assessment**

Think – Pair - Share

Why do we assess our students?

- What information do you hope to learn?
- What do you want to do with that information?

What are the purposes of our assessments?

- Quick checks – verify that students have control of the structures and vocabulary needed in order to communicate successfully
- Pacing - see where the students are so I know how to adjust my lesson plans
- Student self-assessment - make sure students know what they know and can do
- Feedback – give students a progress report on their learning
- Teacher self-assessment – is my teaching as effective as I thought

Balanced Assessment

Learning Checks

- Did students learn what was taught?

Formative Assessment

- Can students apply or manipulate what they have learned?

Summative Assessment

What have students acquired?

Designated point in time (end of unit, year)

Gauge if students reached a benchmark

Why do we assess our students?

Learning Checks	Formative Assessment	Summative Assessment
<ul style="list-style-type: none">• Decide if I need to reteach something• Check: did students “get it?”	<ul style="list-style-type: none">• Check how students are doing: can I move on?• Help me plan instruction• Can students use what was taught?• Monitor students’ progress and adjust instruction accordingly• Assessment <i>for</i> learning	<ul style="list-style-type: none">• Did we reach our goals?• Show students their improvement• Assessment <i>of</i> learning (so students know where they are and what they need next)• Inform teacher of the next “level”• Motivate students

Formative Assessment

Inside the Black Box: Raising Standards Through Classroom Assessment

Paul Black and Dylan Wiliam

http://www.setda.org/toolkit/nltoolkit2006/data/Data_InsideBlackBox.pdf

Transformative Assessment

James Popham

Formative Assessment & Standards-Based Grading

Robert Marzano

Building Repertoire

- ➔ Assessing the **interpretive** mode
 - Assessing the **presentational** mode
 - Assessing the **interpersonal** mode

Start with the end in mind:

What do you do after you:

1. **Read** the newspaper
2. **Look for information** on a website
3. **Listen** to a radio traffic report
4. **View** a PowerPoint presentation
5. **Hear** someone telling a story
6. **Watch** a movie or TV program

Traditional Reading and Listening Comprehension Activities

1. Text prepared for non-native speaker students
2. Glossed reading (unknown vocabulary on the side)
3. Teach numerous new vocabulary words prior to reading or listening
4. Create questions to see if students picked up the details (vocabulary check as much as a comprehension check)

How could you apply these ideas?

What might you have students do after they:

1. **Read** the newspaper
2. **Look for information** on a website
3. **Listen** to a radio traffic report
4. **View** a PowerPoint presentation
5. **Hear** someone telling a story
6. **Watch** a movie or TV program

Interpretive

How does Jai **create** understanding?

How does Jai **check** for understanding?

Source:

<http://www.learner.org/resources/series185.html>

Interpretive Communication

Is NOT	Is
Translation	Context-driven understanding (gist)
Hunt for trivial details	Whole picture; mediating meaning with the text; a focused task
Glossed readings; teaching all new vocabulary first	Familiar words in new context; and new words in a familiar context (authentic)
Reading, listening, or viewing from the “reader’s” perspective only	Use the author’s perspective and cultural perspective
Reading word-for-word	Re-phrasing chunks; re-telling; predicting; using structural clues

Interpretive Communication

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

1. The **interpretation of meaning**, including cultural.
2. The source is something heard, read, or viewed.
3. No opportunity to interact with the writer, speaker, or producer.
4. The task is to try to understand the gist and as many layers of details as possible

How can we assess interpretive mode?

Complete a fact sheet about the area you have selected to visit in the target country, using Internet resources, identifying the benefit of visiting that destination

Learning Checks	Formative Assessments	Summative Assessments
<ol style="list-style-type: none">1. After examining a website, identify correct information given “Either-Or” choices2. Check off information that is actually found in article (practice skimming and scanning)3. Receive sheet of ten photographs; listen to descriptions and identify the photograph being described (write the number of the description on the photo)		

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Complete a fact sheet about the area you have selected to visit in the target country, using Internet resources, identifying the benefit of visiting that destination

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<ol style="list-style-type: none">1. After examining a website, identify correct information given “Either-Or” choices2. Check off information that is actually found in article (practice skimming and scanning)3. Receive sheet of ten photographs; listen to descriptions and identify the photograph being described (write the number of the description on the photo)	<ol style="list-style-type: none">1. Word splash: given key words, create summary of travel article2. Fill in information from website3. Three on a Match (Match headlines, photos, and opening paragraphs from three news articles)	

Elements of Interpretive Mode

Novice	Intermediate	Pre-Advanced
Literal Comprehension		
Key word recognition Important words/phrases Main idea detection	Main idea detection Supporting details detection	Main idea detection Supporting details detection
Interpretive Comprehension		
		Word inferences Concept inferences Organizing principle(s) Author/Cultural perspectives

How can we assess interpretive mode?

Complete a fact sheet about the area you have selected to visit in the target country, using Internet resources, identifying the benefit of visiting that destination

Learning Checks	Formative Assessments	Summative Assessments
<ol style="list-style-type: none">1. After examining a website, identify correct information given “Either-Or” choices2. Check off information that is actually found in article (practice skimming and scanning)3. Receive sheet of ten photographs; listen to descriptions and identify the photograph being described (write the number of the description on the photo)	<ol style="list-style-type: none">1. Word splash: given key words, create summary of travel article2. Fill in information from website3. Three on a Match (Match headlines, photos, and opening paragraphs from three news articles)	<ol style="list-style-type: none">1. From 8 elements that could be found in the article; locate those that are actually in the article and tell one detail about what was said.2. Reflection: What this means to me? Why would you choose this travel destination to visit?

**Your Health Performance Assessment Unit
Novice Level**

Spanish - Interpretive Task

Name: _____

Student ID # _____

Date: _____

I. Key word recognition:

In the spaces provided below, list 10 key words that helped you to understand this article.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

II. Important ideas:

First, circle the letter of the ideas mentioned in the article.
Then, write the letter of that idea next to where it appears in the text.

- A. What kind of milk to use
- B. What kind of meat to eat
- C. How long to keep food
- D. Amount of fruits and vegetables to eat daily
- E. Menu planning advice
- F. Diets for losing weight
- G. Exercise regularly
- H. Healthy habits take time to develop

III. Main Idea:

Based on what you read in the article, answer in English the following question:
Describe the purpose of this article.

Coma inteligentemente ¡y viva más!

Aquí le damos algunos consejos clave que pueden llegar a añadirle unos añitos más de vida.

Planee un menú: así podrá eliminar de antemano los alimentos ricos en grasas, sal y colesterol, a la vez que le permitirá balancear mejor su alimentación, considerando el conjunto de nutrientes y no los alimentos en forma individual. Este

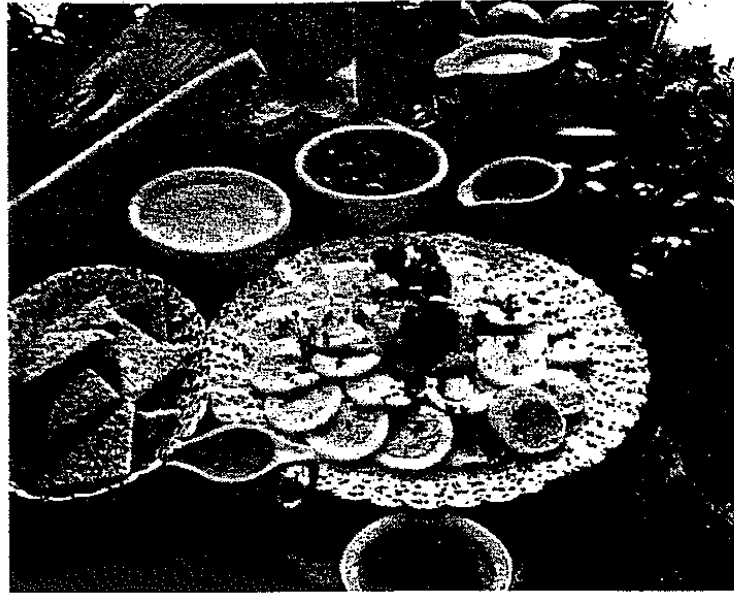
menú debe incluir siempre cinco raciones de frutas y vegetales al día, así como seis de pan, granos y cereales.

Sea selectiva con la carne:

acostúmbrase a elegir siempre la que tiene menos grasa. Por lo general, evite la que tiene una apariencia de mármol. Esto, sin embargo, no tiene nada que ver con el colesterol, ya que éste se encuentra en el tejido muscular de la carne, y no en la grasa en sí.

Las proteínas en los huevos:

se encuentran principalmente



en las claras, ya que las yemas son pura grasa.

Evite la grasa de la leche: use la descremada, y sólo para tomarla sola, sino también en la preparación de sus comidas. Si la necesita para hacer una crema y le resulta demasiado aguada, puede espesarla mezclándola con puré de papas.

Recuerde que comer saludablemente es un hábito, que se adquiere con la práctica. Y aunque al principio le pueda parecer difícil de lograr, ¡bien vale la pena intentarlo!

INTERPRETIVE TASK – Intermediate Level

III. Meaning from context.

Based on this passage, write what the boldface words probably mean in English.

1. bajos en **grasa** (1st paragraph) - _____
2. mejores hábitos **alimenticios** (4th paragraph) - _____
3. los ejercicios más **relajantes** (5th paragraph) - _____

IV. Inferences.

Answer the following questions by providing as many reasons as you can. Your responses may be in English or in Spanish.

1. What problems might a person have if he or she doesn't eat a variety of foods? Use details from the article to support your answer.
2. Why is it important to have a regular exercise program? Explain using information from the article and noting anything you feel is stressed more in Argentina than in the U.S.

ACTFL Performance Guidelines for K-12 Learners

Strategies learners will use:

1. Rely on visuals and familiarity of content or form
2. Focus on key words and phrases
3. Benefit from redundancy, paraphrasing, restatement
4. Anticipate (predict) and then verify meaning understood; relying less and less on background knowledge
5. Use structural clues
6. Use organization of the text
7. Use contextual clues
8. Try out inferences (logical conclusions)

*Analyze one of your interpretive assessments:
What will help your students be successful?*

1. Strategies to model in class
2. Ways to have students practice these strategies
3. Ways to incorporate students' use of these strategies in your interpretive task

Building Repertoire

- Assessing the **interpretive** mode
- ➔ Assessing the **presentational** mode
- Assessing the **interpersonal** mode

What is presentational communication?



Presentational Communication

Is NOT	Is
Negotiated communication	One-way communication
Random	Practice, rehearsed, polished (or on demand)
Unplanned	Organized
Speaking or writing in a vacuum	An awareness of audience (formal/informal; cultural context)
Reliance on circumlocution	Improved with dictionary and spell-check tools
Talking or writing only for the teacher	Maintaining attention of intended audience

Presentational Communication

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

1. The creation of messages.
2. The message may be delivered via writing, speaking, or visually presenting.
3. No immediate opportunity to interact with the reader, listener, or viewer.
4. The creator of the message needs to be aware of the audience and how to make an impact on that audience

AP French Language and Culture Curriculum Framework (2011-2012)

Learning Objectives for Spoken Presentational Communication

Primary Objective: The student plans, produces, and presents spoken presentational communications.

1. The student produces a variety of creative oral presentations (e.g., original story, personal narrative, speech, performance)
2. The student retells or summarizes information in narrative form, demonstrating a consideration of audience
3. The student creates and gives persuasive speeches

AP French Language and Culture Curriculum Framework (2011-2012)

Learning Objectives for Spoken Presentational Communication

Primary Objective: The student plans, produces, and presents spoken presentational communications.

4. The student expounds on familiar topics and those requiring research
5. The student uses reference tools, acknowledges sources and cites them appropriately
6. The student self-monitors and adjusts language production

AP French Language and Culture Curriculum Framework (2011-2012)

Learning Objectives for Spoken Presentational Communication

Primary Objective: The student plans, produces, and presents spoken presentational communications.

7. The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political)
8. The student demonstrates knowledge and understanding of content across disciplines

Overview to English Language Arts Standards

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Share one example from your teaching of tasks you use to develop and assess each type of Presentational Communication

Integrated Performance Assessment

Why would I choose a particular destination?

Interpretive	Presentational	Interpersonal
<p>Complete a fact sheet about the area you have selected to visit in the target country, using Internet resources, identifying the benefit of visiting that destination</p>	<p>Create a commercial and a flyer to showcase the region you have selected</p>	<p>Discuss with a partner the places in classmates' commercials, explaining which you want to visit and why</p>

How can we assess the presentational mode?

Create a commercial and a flyer to showcase the region you have selected

Learning Checks	Formative Assessments	Summative Assessment
<ol style="list-style-type: none">1. Write brief descriptions of illustrations on a single topic (prep for creating brochure)2. Finish the sentence: reasons to do each of various activities on trip3. Ticket to Leave: List 5 activities you would do on a vacation		

How can we assess the presentational mode?

Create a commercial and a flyer to showcase the region you have selected

Learning Checks	Formative Assessments	Summative Assessment
<ol style="list-style-type: none">1. Write brief descriptions of illustrations on a single topic (prep for creating brochure)2. Finish the sentence: reasons to do each of various activities on trip3. Ticket to Leave: List 5 activities you would do on a vacation	<ol style="list-style-type: none">1. Tell story back from the illustrations as a summary2. Graded rough draft (giving feedback on organization)3. Send a postcard back to host family, explaining what you enjoyed most	

How can we assess the presentational mode?

Create a commercial and a flyer to showcase the region you have selected

Learning Checks	Formative Assessments	Summative Assessment
<ol style="list-style-type: none">1. Write brief descriptions of illustrations on a single topic (prep for creating brochure)2. Finish the sentence: reasons to do each of various activities on trip3. Ticket to Leave: List 5 activities you would do on a vacation	<ol style="list-style-type: none">1. Tell story back from the illustrations as a summary2. Graded rough draft (giving feedback on organization)3. Send a postcard back to host family, explaining what you enjoyed most	<ol style="list-style-type: none">1. Commercial: memorized dialogue, skit, or play2. Create a PowerPoint to convince the class to agree to the itinerary you designed3. Design a series of five magazine advertisements, each showcasing a different reason to visit the region

Assessing Presentational Performance

Create a prompt to assess your students in presentational mode

1. Topic?
2. Spoken, written, multimedia?
3. On demand or polished?
4. How will you phrase the prompt?

Group by levels

Assessing Presentational Performance

Create a prompt to assess your students in presentational mode

Envision what your students might actually produce

Identify what counts for evaluating this performance and providing feedback

How do your criteria connect with teachers' expectations (before and after your level)?

Building Repertoire

- Assessing the **interpretive** mode
- Assessing the **presentational** mode
- ➔ Assessing the **interpersonal** mode

Interpersonal Communication

Is NOT	IS
One-way communication	Two-way exchange
Memorized (dialogues)	Spontaneous (and unpredictable)
Only asking (all) the questions	Helping each other
Strict turn taking	Following-up and reacting; maintaining the conversation
Ignoring your partner; waiting to say something	Indicating interest: interactive body language; eye contact
Overly concerned about accuracy	Focusing on the message
Giving up when you don't understand	If communication fails/falters, asking for clarification

Interpersonal Communication

Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

1. The active negotiation of meaning among individuals.
2. Participants observe and monitor one another to see how their intentions and meanings are being communicated.
3. Adjustments and clarifications can be made accordingly.
4. Participants need to initiate, maintain, and sustain the conversation

Integrated Performance Assessment

Why would I choose a particular destination?

Interpretive	Presentational	Interpersonal
<p>Complete a fact sheet about the area you have selected to visit in the target country, using Internet resources, identifying the benefit of visiting that destination</p>	<p>Create a commercial and a flyer to showcase the region you have selected</p>	<p>Discuss with a partner the places in classmates' commercials, explaining which you want to visit and why</p>

How can we assess interpersonal mode?

Discuss with a partner the places in classmates' commercials, explaining which you want to visit and why

Learning Checks	Formative Assessments	Summative Assessments
<ol style="list-style-type: none">1. Information Gap Pair Activity: controlled tasks (Map or Clock partners)2. TALK scores3. Keep conversation going for 2 minutes4. Find someone who ... (follow-up ??s)		

Create spontaneous conversation partners



Talk Scores (Shrum & Glisan)

	Target language	Accurate	Listens	Kind
Student 1	+	+	+	+
Student 2	√	-	+	+
Student 3	-	√	-	+

How can we assess interpersonal mode?

Discuss with a partner the places in classmates' commercials, explaining which you want to visit and why

Learning Checks	Formative Assessments	Summative Assessments
<ol style="list-style-type: none">1. Information Gap Pair Activity: controlled tasks (Map or Clock partners)2. TALK scores3. Keep conversation going for 2 minutes4. Find someone who ... (follow-up ??s)	<ol style="list-style-type: none">1. Questions in an envelope (want to use the fewest out of the envelope)2. Identify how much you and partner have in common on topic3. Share information from Internet sources, summarize, prepare to present4. Prepare to send postcard/letter	

How can we assess interpersonal mode?

Discuss with a partner the places in classmates' commercials, explaining which you want to visit and why

Learning Checks	Formative Assessments	Summative Assessments
<ol style="list-style-type: none">1. Information Gap Pair Activity: controlled tasks (Map or Clock partners)2. TALK scores3. Keep conversation going for 2 minutes4. Find someone who ... (follow-up ??s)	<ol style="list-style-type: none">1. Questions in an envelope (want to use the fewest out of the envelope)2. Identify how much you and partner have in common on topic3. Share information from Internet sources, summarize, prepare to present4. Prepare to send postcard/letter	<ol style="list-style-type: none">1. Discuss with your partner how a visit to the destination you have chosen will bring some benefit to you2. Identify ways that you and your partner could provide service on a trip to address a global issue

Interpersonal:

What's the message with this feedback?

Exceeds Expectations	Meets Expectations	Not There Yet
Asks more than 5 questions	Asks 5 questions	Asks a few questions
Complete sentences	Phrases	Words
Energetic	Interesting	Dull
At least 2 minutes	1 to 1.5 minutes	Less than 1 minute

Scored Discussion

Move from:	1 – 3 – 5	Move to:
Asks random questions		Follows up with logical questions
Only answers the question asked		Contributes additional information
Responds, but rarely initiates		Contributes personal insights to enhance discussion and draw in others
Comments are not relevant		Stays on topic

Feedback: Sample Checklist

Task: Novice Level – Interpersonal:

For your trip, come to agreement on the day's schedule.

Performance Criteria:	I can do this on my own	I can do this with some help	I cannot do this
I can use numbers			
I can use words for activities			
I can use words for locations			
I can use expressions to show that I agree or disagree with what my partner says			
I can ask some questions			
I can say how many times, how often, how frequently I do various things			
I can provide some description			

Feedback: Sample Checklist

Task: Pre-Advanced Level – Interpersonal:

For your trip, decide how travel benefits your future.

Performance Criteria:	Achieves the target and more (Consistently)	Achieves the target (Frequently)	Achieves the target (Minimally)	Falls short of the target
1. Questions-variety of topics and interests				
2. Open-ended questions				
3. Follow-up questions lead to in-depth exploration, elaboration				
4. Careful listening; appropriate reactions				

Expectations for Student Performance

Using existing tasks or activities

– making them more interpersonal:

Existing Classroom Activity

Share your travel itinerary with a partner



Practicing Interpersonal Skills

Come to agreement with your friends about how to balance the “**must see’s**” (museums, monuments) with the “**must do’s**” (music, events, adventures) on your visit to _____

Integrated Performance Assessment

- Thematic Focus
- Summative Assessment for each mode of communication (Interpretive, Presentational, Interpersonal)
- Now can fill in preparation activities, learning checks, formative assessment ideas
- Now select what is needed to be successful: Functions, Vocabulary, Structures

Revise your assessments

Make suggestions to improve the evidence of the mode captured in the performance

- Is it a real-world (authentic) task?
- Is it true to the characteristics of the mode (the purpose behind the communication)?
- Do students need to use communication strategies (or is it just evaluating use of vocabulary and grammar)?

Reflection: 3 – 2 - 1

Think of / Write down:

3 – Three new assessment strategies you want to use as you design a unit of instruction

Tell a person near you:

2 – Two areas you will emphasize to develop students' interpersonal communication skills

Tell your small group:

1 – One thing that will change in your teaching when you begin by identifying the assessment strategies (starting with the end goals in mind)

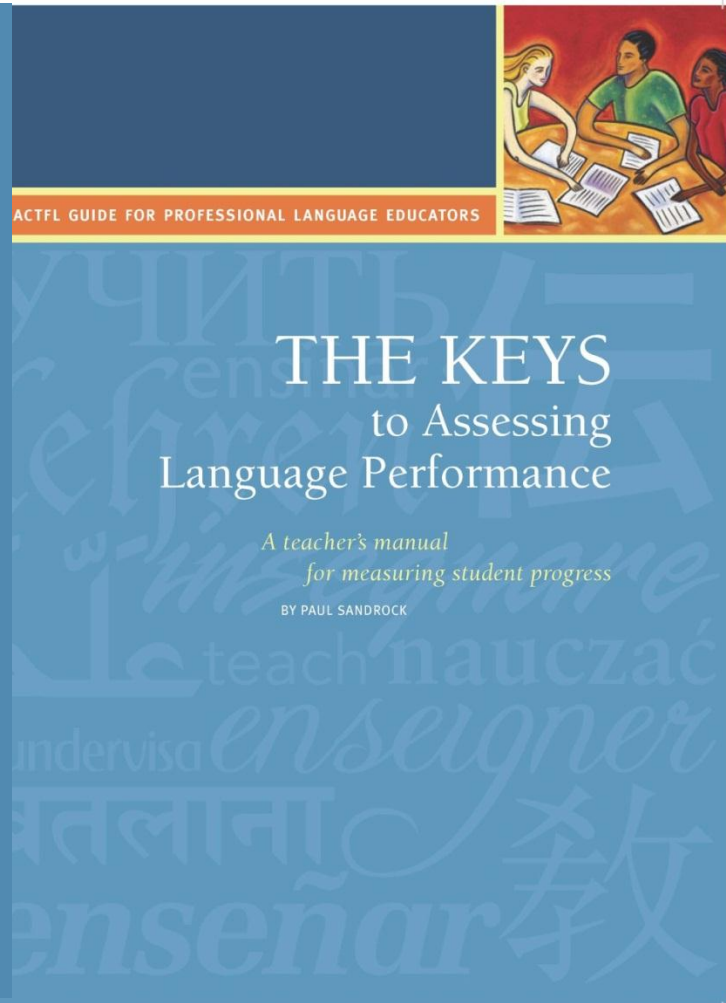
The Keys to Assessing Language Performance

New ACTFL publication

Available at:

www.actfl.org

Click “Publications”



Under Development: *ACTFL Assessment of
Performance toward Proficiency in Languages*

Developing and Assessing Your Students' Language Performance



Thank You
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