

Becoming a remarkable teacher doesn't happen overnight or from working alone. Teaching is a lifelong, collaborative profession. Small steps over time and teamwork are the best ways to improve teacher effectiveness and improve student learning.

Ideally, professional learning communities work together to examine new resources, discuss different teaching techniques, assess current practices, and take a more reflective approach to instruction. Please use this guide to reflect on and refine your world language assessment practices.

1. Before viewing this program, ask yourself:

- a) What are the types of assessments I use? Are my assessments age and developmental level appropriate?
- b) How do I mix informal and formal assessments? Do my instruction and assessment activities include summative, interim, and formative assessments?
- c) Which of the three modes of communication (interpersonal, interpretive or presentational) am I currently assessing and how?
- d) Do my assessments reflect the goals of my curriculum, the key elements of my instruction, and the most important components of what I am teaching?
- e) Am I able to differentiate each type of assessment to allow different types of learners to be successful?
- f) Do my assessments tell me whether or not my students will be prepared to use the language to communicate in a meaningful way?
- g) Do my students feel they are prepared to use what they have learned in real-life situations?

2. Watch *Types of Assessment* with a professional learning team.

3. Reflect on and discuss the following:

- a) Think about ideas this program offers that you could incorporate into your current assessments and teaching.
- b) Which type of assessments did these teachers use and how?
- c) How are the assessments of the different modes different for different age groups?
- d) How did the teachers prepare their students for the assessments? In what ways are the different age groups involved in preparation for the assessment process?
- e) What makes the assessments shown in this program effective? Comment on the relationship between learning and assessment.
 - Is the difference always apparent, especially at the elementary school level?
 - Discuss the importance of informal assessment with both age levels.
- f) How do the assessments used in this program compare to assessments currently being used in your classroom?
- g) What are some of the advantages of using the assessments demonstrated in this program? What are some of the challenges?
- h) What questions do you have about assessment practices shown in this program?
- i) How do the assessment practices in this program connect to the *Wisconsin Standards for World Languages*?
- j) Which of the "5 Cs" (Communication, Culture, Connections, Comparisons, and Communities) are addressed in this program?

k) How would you prepare your students for these types of performance assessments? What activities and summative/interim/formative assessments would you use?

- 4. Determine how viewing these lessons will affect the way you assess your students.**
- 5. Implement new assessment strategies in your classroom.**
- 6. Reconvene your professional learning team to discuss the assessments you designed and implemented in your classroom. Drawing on the expertise of your group, examine what worked, what didn't, why, and how you might make further improvements.**
- 7. CELEBRATE your successes. Now you're in the mode!**