

*The overall objective of this series is to show a wide range of instructional levels, proficiency levels, and languages in each program.*

### **Assessing Communication**

*This program will achieve the following objectives:*

- **Demonstrate the application of Wisconsin Model Academic Standards for World Languages in the classroom**
- **Define the characteristics of each mode of communication**
- **Identify the characteristics for assessing interpersonal, interpretive, and presentational forms of communication in the classroom**
- **Demonstrate the three modes of communication with classroom performance assessment that reflect real-world application at different levels in several languages**

### **Assessment for Learning**

*This program will achieve the following objectives:*

- **Demonstrate, define, and explain performance assessment**
- **Demonstrate backward planning steps that come from benchmarks and performance assessment**
- **Show three integrated performance assessments that illustrate Wisconsin Performance Standards**
- **Provide teacher reflection on above examples**
  - Show links to Wisconsin Performance Standards
  - Show the importance of aligning teaching with assessment feedback

### **Types of Assessment**

*This program will achieve the following objectives:*

- **Demonstrate and/or explain formative assessment**
- **Demonstrate and/or explain interim assessment**
- **Demonstrate and/or explain summative assessment**
- **Identify ways of creating formative, interim, and summative assessment tools in the three modes of communication**
  - Interpersonal
  - Interpretive
  - Presentational
- **Demonstrate how these assessments work together and build upon each other**
- **Demonstrate content spiraling throughout different proficiency levels**
  - Show examples of same proficiency levels in different classrooms of students at different levels
- **Show how common assessments could aid in articulation**

### **Assessment Tools**

*This program will achieve the following objectives:*

- **Demonstrate multiple examples of performance assessment in the three modes of communication and the assessment tools used to score/grade/assess for specific criteria**
- **Show how teachers select learning targets for assessment based on the benchmarks for a specific assessment activity or standard**
- **Demonstrate how teachers design a variety of assessments tools, including rubric design, checklists, and other performance assessments**

## **Technology in Assessment**

*This program will achieve the following objectives:*

- **Show examples of a variety of uses of technology in assessment**
  - Possible example - show how an electronic portfolio can be used to:
    - Document progress
    - Support assessment in all three modes of communication
    - Make better use of teacher time
  - Possible example - profile Wisconsin's LinguaFolio program sponsored by WAFLT and DPI
- **Demonstrate the use of technology in assessment to make assessment more authentic**
- **Discuss the potential benefits and pitfalls of using technology in assessment**
  - Provide examples of innovative technological use throughout the state for connecting with other classrooms, providing online resources (working on assignments from home over the internet), and collaboration among teachers
  - Use of assessment tools in distance learning courses and practical application in traditional classrooms
    - Show how assessment tools are used in distance learning labs, on computers, or through other types of online technology from various world language institutes

## **Assessing Cultural Competence**

*This program will achieve the following objectives:*

- **Explain criteria that can be used to assess students' fulfillment of the culture standards**
- **Discuss definitions of cultural or trans-cultural competency**
- **Demonstrate culturally contextualized activities, how to plan them, and their assessment**

## **Using Feedback in Assessment**

*This program will achieve the following objectives:*

- **Demonstrate and explain how using informed feedback for learning and instruction works**
- **Show how feedback improves student performance**
  - Show how the feedback loop works
  - Show a teacher providing feedback to a student and student usage of the feedback for task improvement
- **Demonstrate teacher and students reflecting on classroom feedback**
  - Show how assessment-based instruction changes are discovered and implemented
    - Show how it either supports/reinforces instruction or is used to modify instruction
    - Show student to student feedback (Wisconsin's LinguaFolio program)