

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) How am I currently assessing cultural competency with my students?
- b) Do my current instruction and assessment activities clearly address use of the target language in cultural context?
- c) How do my assessment activities promote my students' cultural competency?
- d) Do my assessments reflect the key components (practices, products, and perspectives) of culture?
- e) Do my assessments tell me whether or not my students will be prepared to use the language to communicate in a culturally relevant way?
- f) Do my students feel they are prepared to use what they have learned in real-life situations?

2. Watch *Assessing Cultural Competence* 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 aspects of culture did these teachers assess and how?
- c) How did the teachers prepare their students for the assessments?
- d) What makes these assessments effective?
- e) How do the assessments used in this program compare to assessments currently being used in your classroom?
- f) What are some of the advantages of using the assessments demonstrated in this program? What are some of the challenges?
- g) What questions do you have about assessment practices shown in this program?
- h) How do the assessment practices in this program connect to the *Wisconsin Standards for World Language*?
- i) Which of the "5 Cs" (Communication, Culture, Connections, Comparisons, and Communities) are addressed in this program?
- j) 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.

- a) Identify an assessment tool you would like to change or improve upon.
- b) Consider involving your students in the selection and design of the assessments.
- c) How will you implement the assessment(s) you want to add?
- d) How will your students prepare for the assessment you have created? What instructional stages will be needed to insure their success?

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!