

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 tools/techniques am I currently using to assess my students?
- b) Who determines the structure and content of these tools?
- c) Do my assessment tools address the needs and abilities of all students?
- d) Have I developed formative, interim, and summative assessment tools?
- e) Do my assessment practices reflect and reinforce the goals of my curriculum, the key elements of my instruction, and the most important components of what I am teaching?
- f) Do my assessments tell me whether or not my students will be prepared to use the language in all three modes (interpersonal, interpretive, and presentational)?
- g) Do my assessments tell me whether students can compare the target language and cultures to their own?
- h) Do I design assessments that target meaningful use of language in real-life situations?

**2. Watch *Assessment Tools* with a professional learning team.**

**3. Reflect on and discuss the following:**

Identify several performance assessments shown in this program, analyzing the following:

- a) What assessment tool is being used, who is using it, and who created it?
- b) Which of the "5 Cs" (Communication- Interpretive, Interpersonal, Presentational- Culture, Connections, Comparisons, and Communities) are being addressed?
- c) How do the criteria and tool(s) selected by the teacher align with the standards for world language learning?
- d) What essential attributes of formative assessment are evident in the tool(s):
  - How do they identify learning goals?
  - How are they embedded in instruction?
  - How do they supply specific feedback?
  - How do they support collaboration for learning between teacher and student?
  - How do they include self and peer assessment?
- e) How can you tell these assessments are effective?
- f) Summarize your analysis. What other aspects of the assessments in this program would you like to discuss?

**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 ensure 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!**