

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 learning? Do I plan performance assessments for one or more units that I teach?
- b) Which of the three modes of communication (interpersonal, interpretive and presentational) am I currently assessing and how?
- c) Do I plan my units around a theme rather than a grammar point?
- d) Do I begin planning each unit by targeting an assessment in each of the three modes of communication (interpersonal, interpretive or presentational)?
- e) Does my planning include practice activities for students to be successful on assessments of all three modes of communication?
- f) Does my planning include real-life situations in which students use the language to communicate in a meaningful way?
- g) Do my assessments provide me with feedback in each of the modes of communication to guide my planning and instruction?
- h) Do my assessments provide my students with feedback to improve their performance?

2. Watch *Assessments for Learning* 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 planning, assessments, and teaching.
- b) How did the teachers collaborate to plan thematic units?
- c) How are assessments from thematic units connected to real-life situations?
- d) Analyze how performance assessments serve as a useful starting place for planning a unit.
- e) Which modes of communication did these teachers assess and how?
- f) How did the teachers prepare their students for the assessments?
- g) How did the teachers use a variety of assessments to guide their instruction?
- h) How do planning and assessments used in this program compare to planning and assessments currently being used in your classroom?
- i) What are some of the advantages of using thematic planning demonstrated in this program? What are some of the challenges?
- j) What further questions do you want your learning team to explore about planning and assessment practices?
- k) How do the planning and assessment practices in this program connect to the *Wisconsin Standards for World Languages*?
- l) Which of the "5 Cs" (Communication, Culture, Connections, Comparisons, and Communities) are addressed in this program?

m) How do the thematic planning, learning activities, and formative/interim/summative assessments blend together to support student learning?

4. Determine how viewing these lessons will affect the way you assess your students.

- Formulate your own plan to assess all three modes of communication in your next unit of instruction using a variety of assessments.

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!