

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 my students? Do I make use of technology in creating meaningful assessments?
- b) Do my current instruction and assessment activities clearly address use of the target language for meaningful communication?
- 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) Do my assessments tell me whether or not my students will be prepared to use the language to communicate in a meaningful way?
- f) Do my students feel they are prepared to use what they have learned in real-life situations?

2. Watch *Technology in 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 modes of communication did these teachers assess and how?
- c) How did the teachers prepare their students for the assessments?
- d) What makes these assessments effective? How does the use of technology enhance the assessment experience for the students involved?
- 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 Languages*?
- i) Which of the "5 Cs" (Communication, Culture, Connections, Comparisons, and Communities) are addressed in this program?
- j) How does the technology used in this program help support the addressed standards?
- k) What activities and summative/interim/formative assessments would you use? How does technology lend itself to summative/interim/formative assessments?
- l) What types of technology are currently available for your classes? How could they be incorporated into your assessment of student learning?
- m) What types of technology are you currently using? How is this technology being used to assess your students' learning in the target language?

- n) In what new ways could you incorporate technology into both your teaching and your assessment?
 - o) What potential obstacles do you anticipate if you increase the amount of technology you use in your assessment? What could you do to avoid them?
- 4. Determine how viewing these lessons will affect the way you assess your students.**
- a) Create an assessment using technology for one of the communication modes.
 - b) Determine what resources would be needed for this assessment.
 - c) Decide what you will need to do to prepare your students for both the communicative tasks and the technological aspects of the assessment tool.
 - d) Utilize student feedback to make needed revisions in assessment design and application.
- 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!**