

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 use a portfolio or portfolio-based techniques to assess my students?
- 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) At what points in the instructional and assessment process do my students get feedback? What different formats do I use to provide feedback to my students? How do students use the feedback they receive to improve their learning?
- g) Does the feedback my students receive help them to feel they are prepared to use what they have learned in real-life situations?
- h) How are my students given opportunities to self-reflect in the classroom? How are the students using this information to set and monitor goals for continued growth in the language? How am I using this feedback to plan my instruction and assessments and create classroom goals?

**2. Watch *Using Feedback 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) How have the teachers prepared their students to use the portfolio and LinguaFolio as a self-assessment tool?
- c) What makes these assessments effective?
- d) How are the three modes of communication assessed within the portfolio and LinguaFolio?
- e) How is culture integrated into the portfolio process? How is cultural competency assessed within the LinguaFolio?
- f) How could culture be integrated into the portfolio process? How could cultural competency be assessed?
- g) How are these assessments being used to set individual and classroom goals and foster growth in the target language?
- h) How are students assessed within the literature circles?
- i) What are some of the advantages of using the assessments demonstrated in this program? What are some of the challenges?

- j) What questions do you have about assessment practices shown in this program?
- k) How do the 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 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.**
- 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!**