

Opening Question:

Goal – Reflect on familiarity with the standards and how they apply to your classroom.

Opening Activity: Put each of the eleven standards on a separate sheet of paper (with the descriptor). You can download the entire text of our standards at: <http://www.dpi.state.wi.us/dpi/dlsis/cal/caltfesl.html>

In pairs, come up with a beginning level and an advanced level activity where students would truly be focusing on the standard they pick.

Share and discuss.

Exploration of Today's Topic:

Goal - Become familiar with the performance guidelines; consider them as targets for our teaching (what are we trying to get our students to do with the language?)

Jigsaw Activity – We must familiarize ourselves with the four levels of proficiency: **Beginning, Developing, Transitioning, and Refining**. (Read the WI performance guidelines, available at the same website, as a PDF document:

<http://www.dpi.state.wi.us/dpi/dlsis/cal/caltfesl.html>).

Create four small groups (one per proficiency level). Each group prepares to describe (summarize) the key characteristics of the assigned performance level; think of examples of assessments that would capture student performance at that level in your classroom – for interpersonal communication, interpretive communication; and presentational communication.

Each small group shares its summary and three assessment examples.

Discuss how this understanding will impact lesson planning.

Application:

Goal – Use this understanding of the standards and performance levels to analyze the appropriateness of class learning targets.

Activity: Have teachers think of a particular class they are teaching (not the very beginners!), and one unit taught in that class that they feel is very appropriately targeted for the language level of the students. They need to be ready to explain how they know that unit was “on target,” by thinking of real performance evidence of students, not just content covered (not structures, topics, or culture). How does the students’ language reflect the characteristics of the targeted level?

Follow-Up/Action Research:

Goal – Explore further implications of these ideas.

[Use if time allows or consider asking participants to do this reflection in preparation for your next session]
What would be some productive activities to help your students move from their current proficiency level to the next level?

Activity: Identify three key signs that your students are moving out of a current level and moving toward the next level (citing characteristics of your students’ use of the target language). You might think about this for each of the transition points (Beg. to Dev.; Dev. to Trans.; Trans. to Ref.) – or just for one class of students you teach.