

# World Language Assessment

Get In The Mode!

## **Program Summaries**

### **Assessing Communication**

Synopsis: In this program, Lisa Myhre and Terry Neumann-Hayes have their students demonstrate the three modes of communication with classroom performance assessments.

Segment #1: Lisa Myhre (River Falls Middle School: French)

- Lisa is shown working with her French students and using Total Physical Response Storytelling (TPRS), in which her students practice original stories which they have created themselves.

Segment #2: Terry Neumann-Hayes (Hartland-Arrowhead High School: Spanish)

- Terry's AP Spanish Language class demonstrates a culminating performance assessment on the theme of Hispanics in the U.S.

### **Assessments for Learning**

Synopsis: In this program, Jody Schneider, Lisa Hendrickson, and Karen Fowdy show how using Integrated Performance Assessments (IPAs) and planning thematic units together can benefit students at different levels and in any language.

Segment #1: Jody Schneider (K-8 Woodlands School, Milwaukee: French)

- Jody demonstrates an Integrated Performance Assessment (IPA) and backward design planning in the context of a social studies connection, Early French Explorers and Fur Trade in Wisconsin.

Segment #2: Lisa Hendrickson and Karen Fowdy (Monroe HS: Spanish & German)

- Karen and Lisa talk about how they plan their thematic units together. They show how teachers of different languages and different levels can plan together for a similar unit.

### **Assessment Tools**

Synopsis: In this program, Lynn Sessler and Cindy Ellestad showcase assessment tools used in their classrooms and how designing rubrics with student input can enable students to succeed.

Segment #1: Lynn Sessler (Clovis Grove Elementary: Japanese)

- Lynn demonstrates multiple examples of performance assessment in the three modes of communication and the assessment tools used to score/grade/assess for specific criteria.

Segment #2: Cindy Ellestad (Oregon High School: Spanish)

- Cindy demonstrates designing a rubric with student input in addition to an oral presentation, which allows for students with a different learning style to succeed.

## **Using Feedback in Assessment**

Synopsis: In this program, Jennifer Block, Kari Ewoldt, and Jaci Collins use literature circles, LinguaFolio, and student portfolios to provide students with the crucial feedback they need as they continue to learn and grow.

Segment #1: Jennifer Block (DePere HS - Spanish)

- Jennifer's class highlights the usage of literature circles with the goal of incorporating culture into the lesson by looking at the differences in Spanish novels with relation to the geography, author, people within the region, etc.

Segment #2: Kari Ewoldt (DePere HS - Spanish)

- Kari's class is shown having discussions on their usage of the LinguaFolio (a student self-assessment tool.)

Segment #3: Jaci Collins (Manitowoc HS – Japanese & French)

- Jaci's class highlights how using a portfolio can provide useful feedback for students, which communicates the students' strengths, growth, and areas of improvement. In addition, this segment shows how this information is used by Jaci to plan and individualize assessments.

## **Assessing Cultural Competence**

Synopsis: In this program, Susana Gorski, Gwen Nagel, and Mandy Madderom are shown assessing the cultural aspects in their lessons. The focuses of their lessons are to assess the cultural competence of their students by discussing specific cultural people and events.

Segment #1: Susana Gorski (Menasha K-8: Spanish)

- In Susana's class, students are engaged in a specific listening and reading activity about a town in Latin America with emphasis put on the cultural aspects of that town while working on listening for specific locations of each landmark and building. The focus is directed toward assessing the cultural aspects of the listening activity.

Segment #2: Gwen Nagel (Menasha Maplewood MS: Spanish)

- Students in Gwen's class are shown doing a series of tasks from a unit of study that is based on the cultural theme of the festival of the "Running of the Bulls: El Encierro" in Pamplona, Spain. The tasks in this unit are based on certain grammatical forms, but the focus is on several activities used to teach students about this important cultural event in Spain and assess their cultural competence.

Segment #3: Mandy Madderom (Waunakee Community School District: Spanish)

- Mandy's elementary classes learn about Martin Luther King, Jr., and César Chávez as two important leaders in America. In addition to this, students learn about Easter traditions in Central America, specifically Honduras and how they differ in comparison to North American Easter traditions.

## **Types of Assessment**

Synopsis: In this program, Kari Flenz and Heather Lawnicki are shown using a variety of assessments that work together as students progress throughout a school year.

Segment #1: Kari Flenz (Menasha Maplewood MS: German)

- Students in Kari's Transitional B German class are shown discussing the differences of travel/vacations in the U.S. and in Germany in the target language. Students discuss the characteristics of their favorite vacations and talk about successful travel preparation.

Segment #2: Heather Lawnicki (Waunakee Community School District: Spanish)

- Students in Heather's elementary classes review weather vocabulary and view weather reports from Spain. In addition to the weather vocabulary, students also engage in a student lead activity to "dress appropriately" for various weather conditions.

## **Technology in Assessment**

Synopsis: In this program, Jen Charles and Brian Wopat use technology to assess their students and track their progress. Jen and Brian discuss the advantages of using different technology to engage their students in world language learning. Instructional objectives for this program:

Segment #1: Jen Charles (Hartland-Arrowhead High School: Spanish)

- In Jen's class, pairs of students create a presentation on a Central American location using Moviemaker for their presentation. In addition to the presentation, students take an online vocabulary quiz on "Moodle" and practice current grammar on a language website.

Segment #2: Brian Wopat (Holmen High School: French)

- In Brian's classroom, students are shown using Photo Story to create a presentation they will give to their fellow classmates. Students are shown building their Photo Story with Brian's supervision.