

VIDEO & NOTES

AUDIO

<p>Annenberg/WGBH Logos Graphic opening</p> <p>Teaching Foreign Languages K-12 Workshop Planning for Assessment</p> <p>Lower Third: Richard Donato University of Pittsburgh</p> <p>Lower Third: Martha G. Abbott Fairfax County VA Public Schools</p> <p>GRAPHIC Performance Standards Rubrics and Feedback</p>	<p>Music</p> <p>RICK: (#S5M2 16:51:47) Learning a language means performance. It means doing the language. Language is an activity. It's performing the language in various contexts, and that requires assessing the language in a different way, to have valid and reliable assessments, we need to match our assessments to what our expectations of performances are.</p> <p>MARTY: (#5201M 14:12:17) The standards offer us, um, a new way of, of instructing our students. And, um, concurrent with that, we must have a new way of assessing our students, because now, what we want to do is assess them based on the standards. And so we have to be sure that we are looking at what are, um, our end-goal is, and then backing up from there, making sure we're developing those abilities in our students, and then making sure we're assessing them appropriately.</p> <p>Narrator: In the seventh session of the Teaching Foreign Languages Workshop, Planning for Assessment, Understanding By Design consultant Allison Zmuda discusses the components of a good assessment plan. Ms. Zmuda also joins University of Pittsburgh professor Richard Donato, Pleasant Hill, California teacher Paris Granville, and Nanuet, New York language coordinator Elizabeth Runnals to further discuss: how performance is assessed, how the standards inform assessment, and the importance of rubrics and feedback.</p>
<p>How do you assess performance?</p>	<p>Allison Zmuda 13:33:30 I think a fitting metaphor is the idea that assessment really is "a photo album of opportunity."</p>

VIDEO & NOTES

AUDIO

Lower Third:
Allison Zmuda
Education Consultant
ASCD

ALLISON: (#4801M 14:07:20) An effective assessment plan has at least several snapshots over the course of the instructional unit; so that teachers have evaluated students throughout the unit instead of just at the end of the unit; um, that teachers have had the opportunity to give students feedback so that you'll see that some assessments are smaller than others in terms of scope; um, that teachers have given students the opportunity to express or demonstrate what they know, are able to do and understand through several different vantage points.

ASSESSMENT CLIP

- Do you listen to other music?
- Yes, I like many other kinds of music.
- What's your favorite?
- My favorite is eurohouse.

ALLISON: (#4801M 13:35:5? Continued from above) There are some assessments that are really formative assessments, both for the teacher and for the learner.

JANE SHUFFELTON CLIP

- Once upon a time, in a small Russian village...
- lived a kind, young man...

ALLISON: So that the teacher has some clarity on where they are and what the teacher needs to do next in terms of modifying the learning plan, perhaps, so that students can grow and rise to the standards that have been set out for them.

BARBARA POPE BENNETT CLIP

- I used bright colors but not ones as tropical as Somarriba's colors.
- Very good. Give her a round of applause. That was good!

ALLISON: Performance tasks are those

VIDEO & NOTES

AUDIO

assessments where they are asked to transfer what they've learned into a new situation, and something that happens outside of the world of schools.

BARBARA POPE BENNET CLIP CONT'D

-Now, I'd like to know if you had the opportunity to meet

Jorge Luis Somarriba personally?

-Yes.

- What type of person is he? Does he live here in Washington?

-He's very nice. My father painted with him many years ago

-and I met him that way.

-And what is the thing that attracted you most to his work?

-Why do you like his work so much?

-Because I've seen them all around the city and they're very vibrant and very pretty.

-I really love the lively, tropical colors.

Allison Zmuda 13:36:35 So, the idea of a photo album is that it's not the same snapshot that you're really varying the delivery or, uh, demonstration mechanisms, so that students really believe it is their opportunity."

MUSIC UP**PANEL DISCUSSION**

Rick to Panel (#S5M1 14:56:06) Most teachers would say that an assessment needs to capture what a student can do rather than what a student can't do. They'd also say that no single assessment could probably capture the range of performances and the range of ability of a student. So I guess what I'd like to open the conversation with today is, how do you do that in your classroom?

PARIS: (#S5M1 14:56:35) Well, I think you need a spectrum of assessment.

VIDEO & NOTES

AUDIO

<p>Lower Third: Paris Granville Pleasant Hill, CA Grade 8</p> <p>Lower Third: Elizabeth Runnalls Nanuet, NY</p>	<p>Narrator: Paris Granville designs her lessons backwards from her standards based curricular goals.</p> <p>PARIS GRANVILLE CLIPS (& Music)</p> <p>-They planted. They cultivated. Is that now or in the past?</p> <p>-That's good!</p> <p>-Who's this? - The rabbit. -Oh, he's cute.</p> <p>-They chase away the insects. Oh, no! There are insects! Very good.</p> <p>Narrator: One unit on French speaking cultures included a lesson on Cajun Culture built around a Cajun folk tale.</p> <p>ASSESSMENT CLIP</p> <p>-Mr. Bouki and Mr. Rabbit decide to throw a Mardi Gras party.</p> <p>Narrator: Assessment strategies included a one-on-one follow up with each student that involved clear rubrics and immediate feedback.</p> <p>PARIS: (#S5M1 14:56:35) Some of the assessments may be small in scope, but that inform the students on how they can improve and work towards the long-term goal which may be a bigger, much larger, realistic assessment, and inform the instruction. I'm leading the students towards this established destination that we identified in the beginning. How then can I inform my instruction to get them there?</p> <p>ELIZABETH:(#S5M1 14:57:12) We think of assessment as something that happens every day in the classroom for different purposes, I</p>
---	--

VIDEO & NOTES

AUDIO

Foreign Language Coordinator	<p>think the one key to successful assessments as far as the kids are concerned is that you give them small enough assessments in the beginning so that they see success, so that they want to move on to that next step.</p> <p>SHOW 3 ASSESSMENT/ 01:35:08 – 01:36:00 Wendie helping girls at desks</p> <p>WENDIE: We're going to be writing a story...</p> <p>Narrator: The Nanuet Public Schools use Backward Design, Performance Assessments, and clear but evolving rubrics system wide.</p> <p>WENDIE: Your story is going to have to have at least three characters. You're going to have to deal with a narrator, and you must have at least two characters that speak.</p> <p>Narrator: One performance task Elizabeth Runnalls developed with Spanish Teacher Wendie Santiago and French Teacher Maureen Pizzutello was a three week long project involving the writing, design, and creation of children's books to be read to younger Nanuet students.</p> <p>ASSESSMENT CLIP - "She'll be white and pretty from the day of her birth."</p> <p>LIZ: I think it's also important to do a lot of planning in terms of working that success into the experience so that the kids experience success from the beginning, and then as you said, when you get to the, the summative assessment then the kids are, are very confident because they've met with success each step of the way.</p> <p>ALLISON: (#S5M1 14:58:53) They want to believe that every performance they complete regardless of what that task or</p>
------------------------------	--

VIDEO & NOTES

AUDIO

product might be, that they're working to get better over time, that assessments are their opportunity to demonstrate knowledge, skill and understanding.

RICK: (#S5M1 15:09:53) Why are you doing this? Why are you having your students do this stuff? Just give them the book test, it's easier, you know, give them a hundred multiple choice final examination, it's really easy to grade.

PARIS: (#S5M1 15:10:29) Well, I, I would first like to dispel the belief that it, it takes a lot of time. The, the, the, to design the task itself can take a little bit of time, but that's time that we would normally put into designing instruction. But the nice thing about, uh, for instance, an interpersonal assessment is they do an interview between each other and I'm marking the rubric and then right then and there I give them the feedback and this, its scored.

ASSESSMENT CLIP

PARIS (to student): Here's the rubric I'm going to use to measure your performance and there are really three criteria. The comprehensibility...

ASSESSMENT CLIP

-Which instrument do you prefer?
-Me? I prefer the violin.

PARIS: (#S5M1 15:10:29) So its actually taking me less time than checking off some...

RICK: Going home.

PARIS: And going home.

RICK: Right, right.

PARIS: It's done, its real time, its over with. Um...

VIDEO & NOTES

AUDIO

	<p>RICK: It's probably more valid, too, because its very real time and its very...</p> <p>PARIS: It's also more motivating...</p> <p>LIZ: (#S5M1 15:15:53) It's a much more exciting way to teach, to do performance, and then you, you try one thing and then you try a couple of others and before you know it your whole lesson is designed around performance. (#S5M1 15:16:11) But, um, once you get yourself away from that textbook presentation of a chapter in covering grammar, uh, you begin to think of new ideas.</p> <p>ASSESSMENT CLIP <i>(Maureen's class practicing reading together/ 01:37:27 – 01:38:50)</i> -"There must be a reason why they hate me," Alan answered. -"No, no, my son." -"The other children are jealous of you," his mother said. -Very good. -Thank you.</p>
<p>How do the standards inform assessment?</p>	<p>ALLISON: (#4801M 14:01:09) Backwards design is a standards-based idea, but it's also an idea that's been around before the standards movement really took off; and it's simply that when you're clear on where you're trying to go, your much more likely to get there. And when you're thinking about it in terms of assessment, the idea is not that you're planning backwards from the task itself as much as it is the qualities that students will be able to exhibit in the course of completing that task. So, it's the standards that we plan backwards from more than it is the actual assessment vehicle itself. (#4801M 14:01:46) The standards come first.</p> <hr/>

VIDEO & NOTES

AUDIO

Web Tag:

Go to the Workshop Guide at
www.learner.org

MUSIC UP**PANEL DISCUSSION**

RICK: (#S5M1 15:23:47) Let me ask you this. Have we aligned our assessment with the Five C's or have we really focused a lot of our assessment efforts in communication, in assessing interpersonal communication, interpretive communication, presentational communication. I mean, are we assessing comparisons? Are we assessing culture? Are we assessing communities, you know? Are we, are we assessing the other areas.

PARIS: (#S5M1 15:24:31) Yeah, I think it definitely is focused on the interpersonal, interpretive, and presentational, because that's something foreign language teachers know how to do, that's what we've been traditionally doing. But especially as I've designed my curriculum to be more thematic and more cultural, I'm struggling still at this very point in time on, How do I assess the culture.

PARIS GRANVILLE CLIP

SHOW 12 GRANVILLE/ TELLING ABOUT ORIGINS OF ZYDECO MUSIC / 01:21:35 –01:22:36

-And therefore, zydeco comes from, "The green beans are not salted."

Student: I thought that the zydeco music was really interesting and fun.

-"The green beans are not salted." Zydeco.

-Repeat class, "Zydeco".

-Zydeco.

Student: I had never really heard it before. And also how they used it because they were very poor and they needed to, you know, work off excess energy, so they could sleep, even though they were really hungry.

VIDEO & NOTES

AUDIO

LIZ: (#S5M1 15:25:24) I was reminded of your video and I think you, you did it beautifully in terms of making the connections when you began with the comparison of, uh, Louisiana and California, I think it was.

PARIS GRANVILLE CLIP

-Spanish? Spanish is in California.

-Yes.

-Zydeco music is in Louisiana.

LIZ: (#S5M1 15:25:24) I mean, that was just an activity which maybe took five minutes and, and led to something else, but you were right there making the connections and the comparison aspect of, of the five C's.

PARIS GRANVILLE CLIP

-It's hot in Louisiana. Is it hot in California, too?

-Yes.

-Then put it in the middle.

LIZ: I think it definitely is more difficult. I think we concentrate on, on culture, we concentrate on communication but making the connections and comparisons are very difficult.

RICK: (#S5M1 15:30:5?) Let's talk a little bit about connections, because that's interesting from the point of view of assessment. You know, connecting to other academic areas, you know, teaching the solar system, teaching a content-based lesson.

STEPHANIE APPEL CLIP

-Look at the planets. Which planet is the biggest planet?

- Which planet is the biggest planet? Daniel?

-Jupiter.

-Very good.

VIDEO & NOTES

AUDIO

RICK: What does assessment look like there?

PARIS: (#S5M1 15:31:23) In my video for instance, it's a, it's a Cajun tale about planting, so there's a scientific element there to what it takes to plant, and so there are follow-up activities that you do not see in the video, where we plant a potato and see what happens, but then at one point they have to draw me the potato plant, label the parts and tell me the parts that they can eat and the parts that are toxic.

PARIS GRANVILLE CLIP/ SHE POINTS OUT THE PART OF THE POTATO PLANT AND WHAT IS EDIBLE: 01:07:33 – 01:08:14

-And here you have the leaves. Repeat, "leaves."

-Leaves.

-And the blossoms.

-Blossoms.

-Here's my question. Which part is edible? Lucienne?

-The tubers.

-Excellent, it's the tuber. You eat the tuber.

-You can write "tuber" for the part you eat.

-Which parts are toxic? Absolutely toxic.

Gina?

-The blossoms.

-Yes.

PARIS: So, there is that content there...

RICK: (#S5M1 15:31:58) Well, what's interesting is because we talk about assessing knowledge and assessing performance and this is a really good example...

PARIS: And that's to me knowledge.

RICK: ...that if you're doing content-based instruction, yeah. How about the

VIDEO & NOTES

AUDIO

communicative mode? Assessing performance assessments of interpersonal communication? How does that look in your classrooms?

LIZ: (#S5M2 16:19:47) I think from the beginning of any unit, you have to incorporate it. If you were beginning a, a travel unit, you would begin by asking the kids just some personal questions that they can ask their partner, for example. Uh, their views of traveling, how they prefer to travel, where have they been, um, what's their perfect summer vacation.

**FRAN PETTIGREW CLIP
(PAIR PRACTICE TALKING ABOUT
VACATIONS) 01:05:29 – 01:06:36**

-I visited Florida and the Bahamas with my family.

-Last week?

-Yes. Oh wow...

LIZ: So you get them interested in the topic, but at the same time they're communicating with each other. (#S5M2 16:20:17) And then I think what many of us do in language classrooms is we then have the kids report back to the rest of the class.

FRAN PETTIGREW CLIP

-Carolina, tell me one place that Angel has visited, please.

-Florida.

LIZ: So that now you know not only did they ask a question and answer, but there was some understanding that was going on also and then you're getting them to speak when they report back to the class.

(Liz voice over this clip)

-Do you know what part of Florida?

-Miami.

-Did you like Miami?

VIDEO & NOTES

AUDIO

FRAN PETTIGREW CLIP (audio heard)

-Yes, my grandparents live in Miami.

PARIS: (#S5M2 16:21:21) Yeah, I would just like to say that my rubric for interpersonal communication is going to look different from a presentational rubric because while they're struggling and grappling to communicate in this impromptu situation, their language is going to degrade, the language control is going to degrade because they're focusing on communication. So maybe language control, the way that, maybe it's not even on the rubric. It's possible that it may not, maybe I'm looking for comprehensibility, for vocabulary use, for communications strategies...

LIZ: Ability to keep the conversation going...

PARIS: Yes.

RICK: Exactly. Move through the task.

LIZ: Very of, that idea of talking around a word that you can't think of...

PARIS: That's right.

LIZ: ...self-correcting, many skills.

ALLISON: (#S5M2 16:22:19) You see how your evaluation system reinforces what you value, because by lessening their obligation to the, the properness of how they're speaking to allow them more fluidity to take risks because they're transferring to a new situation.

YVETTE HENO CLIP

-Another question, ma'am.

-Yes, Julia Roberts. You've made a lot of movies. Which is your favorite?

-*The Mexican* with Brad Pitt. He's my friend and I really love him.

VIDEO & NOTES

AUDIO

	<p>RICK: (#S5M2 16:22:57) We know that fluency and accuracy, any teacher can tell you this, but second language acquisition research tells you this too, fluency and accuracy don't develop in tandem, they don't develop together.</p> <p>ALLISON: Absolutely.</p> <p>PARIS: Well, its not realistic when you have late-start programs in middle school and high school. Its not realistic to expect our students to sound like native speakers.</p> <p>RICK: (#S5M2 16:23:19) No, but it's really interesting, your comment, that you know, once they're in this task and they're trying to get fluent that the accuracy sort of falls out and therefore...</p> <p>ALLISON: It does ...</p> <p>RICK: ...and that's natural and that's to be expected.</p> <p>ALLISON: (#S5M2 16:23:29) That's again why we need an assessment plan, not a single snapshot, that we can therefore trust that other assessments will continue to make sure that the fluency and the accuracy are both growing over time.</p>
<p>What are the roles of rubrics and feedback?</p>	<p>MUSIC UP</p> <p>ALLISON: (#4801M 13:47:42) We've already talked about assessment being a meaningful opportunity for students, and only part of that job is done with an actual design of the task; so the first step is to create a performance task for them that really engages them, that they really believe is worthwhile investing the effort; but the second piece of that now is that after the performance or the product is completed, is giving students</p>

VIDEO & NOTES

AUDIO

	<p>feedback based on a set of standards about how their work measures up against the standards that they've been informed about; so, it gives them clarity. (#4801M 13:48:16)</p> <p>ASSESSMENT CLIP/ 01:15:30 –01:16:02 Nancy giving feedback to Teresa</p> <p>Nancy: OK, Teresa, um, I'm going to let you read what my evidence of your strengths are. What did I say to you? [English]</p> <p>Teresa: Um, ability to infer meaning, clear rationalization, and good vocabulary knowledge. [English]</p> <p>Nancy: So, that's what got you into the category that you're in [English]</p> <p>ALLISON: This is really what makes assessments an opportunity is that now you can do growth over time; so whatever grade you got is just an in, indication of where you are today, which is not necessarily an indication of where you're going to be tomorrow; so, it's the lessons that you're learning from doing the work that are as important as the actual product that you've completed.</p> <p>SHOW 3 ASSESSMENT/ 01:16:19 – 01:16:57 Feedback # 2 Boy</p> <p>NANCY: ...and one little tactic that might help you is to think about a word in your own English language that begins with "mal", for example malformed, malnourished, and if you think of a word like that, then at least you're on the tip off that it's going to be something in the "not good" category.</p> <p>ALLISON: (#4801M 13:49:05) The idea is that as she handing him the feedback on the</p>
--	---

VIDEO & NOTES

AUDIO

task he's just completed, he's not overwhelmed by the grade as much as he is clear on what's he done today and how he can build on that for what he completes tomorrow, and that's the power of a good feedback system.

ASSESSMENT CLIP

(ALLISON VOICE OVER VIDEO)

-It was two days before Easter.

ALLISON: ...and you can't work on assessment in isolation of feedback.

ASSESSMENT CLIP

WENDIE: The reading live was very nice, even as you made some errors, which everyone does, the reading was really real. Because as we read, sometimes we skip a line or anything. You did exactly that and went right back to it. And kept your eyes on your audience. It's the way to tell a story. [English]

ALLISON:—and the idea about the significance of rubrics now is that it's really helped kids start to look at the standards, especially when the rubrics hold over a, a significant period of time; so that it's a, a measuring stick that they, too, are orienting themselves to; that the teachers aren't the only ones in the room now, using that measuring stick, but that students start to use it internally to measure their own performance; that their performance outcome becomes less and less of a surprise.

Web Tag:
Go to the Workshop Guide at
www.learner.org

MUSIC UP**PANEL DISCUSSION**

RICK: (#S5M1 15:45:22) Let's talk about rubrics for a minute. Aren't they pretty labor intensive and time consuming to write?

VIDEO & NOTES

AUDIO

PARIS: (#S5M1 15:45:46) Well, I prefer mine to be as simple as possible because they're a real time tool and if, you know, if I've this very dense rubric with lots of verbiage on it, its not going to help me quickly on the spot evaluate a five minute performance.

ASSESSMENT CLIP

-Yes, that's it.

(Audio not heard because of voice over)

-Excellent. Good. OK.

PARIS: ...and I'm dealing with novice level learners, so I feel comfortable with three to five dimensions, you know, three to five criteria.

ASSESSMENT CLIP 01:51:50 – 01:52:45

(Paris gives her immediate feedback)

PARIS: Let's take a look at how we assess your performance. [English]

STUDENT: OK.

PARIS: It was, um...You would definitely be understood by a native speaker, even one that wasn't sympathetic, I think. Just any native speaker. [English]

RICK: How do you decide?

PARIS: (#S5M1 15:46:10) I went to the actual performance guidelines so I use vocabulary, I use comprehensibility, communication strategies, language control which is not my language.

RICK: Is it, is your rubric task-dependent, Liz?

PARIS: Somewhat, yes.

LIZ: Yes, definitely. And I also think that rubrics are something that you're constantly changing.

VIDEO & NOTES

AUDIO

PARIS: Yes.

LIZ: (#S5M1 15:46:27) I have developed rubrics for a task and thought they were wonderful, and shared them with the kids at the beginning of the performance task, and halfway through evaluating, realizing that this rubric isn't testing and isn't evaluating accurately what, what I need to evaluate, and what I told them I was going to evaluate on. And then you go back and you, you redo your rubric.

ASSESSMENT CLIP/ 01:29:09 – 01:29:58
passing out rubrics and discussing them,
c/u of rubrics

WENDIE: I'm going to pass you the rubrics on which we're going to be grading your final project. [English]

LIZ: Rubrics are constantly changing and I, I'm always looking at a, a new rubric depending on the task but I think they are as important for the instructor as they are for the students.

ASSESSMENT CLIP

WENDIE: This is to tell you the importance of your first draft.

LIZ: (#S5M1 15:46:55) Because before there were rubrics, all of us, whether it was in foreign language or anything, I think we just knew when we had an A paper, whether it was a composition or a presentation, we knew that this was an A, this was a B, this was a C. Well, we may have been accurate, we may not have been accurate. But we certainly couldn't communicate to our kids what that B student did and what that C student did.

RICHARD: Right, right.

LIZ: (#S5M1 15:47:16) What rubrics do is

VIDEO & NOTES

AUDIO

	<p>they identify for us as educators as well as the kids what you do in order to achieve and what you can add to your present performance task to work toward that.</p> <p>ASSESSMENT CLIP/ 01:30:10 – 01:31:11 discussion of rubric, c/u of rubrics, question from girl about tone of voice</p> <p>WENDIE: I want you to rework your tape to give your best performance for me to hear. And I'm going to be looking for pronunciation. Senorita? [English]</p> <p>STUDENT: Do you want us to read it, like, on our level, or do you want us to record it on the tape as through we're actually reading it to a child?</p> <p>LIZ: I think a lot of what we have to do is we have to teach language learners to be learners and to know what it's like to learn a language. And again, I still think there's some carryover in other areas. I think our, our kids learn a lot about what type of learners they are in our classrooms, and my hope is that some of that will then help them in, in other disciplines.</p> <p>ALLISON: (#S5M1 15:47:49) The challenge of writing a quality rubric in terms of why you have to revise over time isn't just, its not just writing what quality work looks like. It's also saying, "and here are predictable steps along the way," so that you can identify where you are now versus where you're aspiring to be. (#S5M1 15:48:16) One of the easiest ways to write a rubric, is to really sit down with a group of evidence, of, a pile of evidence whether its videotapes of a presentation or pieces of writing that the students have completed and use that.</p> <p>RICK: (#S5M1 15:49:21) Which makes rubric writing difficult because often we write a</p>
--	--

VIDEO & NOTES

AUDIO

rubric in the absence of evidence.

ALLISON: That's right, exactly. So it's, it's really helpful to be able to refine a rubric or develop a rubric using a collection of student work, and then you collect...

RICK: (#S5M1 15:49:36) So what do you do when you don't have student work? You want to do a project, maybe Paris did her project, you wanted to write a rubric, you didn't have a collection of what these stories would look like. How did you get the rubric going for that?

PARIS: (#S5M1 15:49:46) That's a good question. I guess, um, maybe I would use a smaller assessment before to kind of test out and see what I had gotten from the students. But I know that the first time I do that task I'm not going to have a perfect rubric and I just live with it, I just live with it, you know?

RICK: That's a really good suggestion though, Paris, that's a great suggestion. You collect some smaller samples...

PARIS: Yeah, smaller samples. Yeah. That's right.

RICK: ...of, of task components and then on the basis of that evidence. Very interesting.

LIZ: (#S5M1 15:50:51) I think Paris is right when she says that the simpler is often the better way.

ALLISON: Right.

LIZ: You don't want to confine yourself to do such a detailed rubric that you're sitting there with your pen not wondering whether to give it a one, two, three or four because you've designed this monster of a rubric.

VIDEO & NOTES

AUDIO

RICK: Monster of a rubric!

LIZ: So sometimes, the simplicity is, is really really very good, especially in daily, daily tasks. You don't need any more than three or four terms and perhaps one, two, three, four levels of, of achievement.

RICK: (#S5M2 16:10:03) So, what's the role of students in the assessment, and maybe from the point of view of how do you prepare students for this kind of an assessment, and then sort of what's their role during the assessment?

LIZ: (#S5M2 16:10:30) I think that the students have to see themselves as active participants from step one to the final step which would be the performance task, because I think that, uh, they're better learners when they're involved from the beginning. And also, I think it shows our respect for their input and our expectations for them.

ASSESSMENT CLIP

-“What's happening to you?” Corazana asked Augusta.

Student: It was kind of like I was being graded by three people: my teacher and the two 7th graders. I was just like, “oh my goodness!”

LIZ: This is something where not only can there be participants, but we encourage them to do it in a positive way and we really don't give them a choice of “you can stop here.” You know, we want you to move along and do a better, uh, a better performance.

ASSESSMENTCLIP/ 01:32:44 – 01:33:45

-Did you put this on?

Student: It was actually a really good

VIDEO & NOTES

AUDIO

creative opportunity for me, because one of my passions is to write when I get older. And this was, you know, just a start to something...and especially to write in another language, and be able to, like, convey all your thoughts, it really is exciting.

ASSESSMENT CLIP

-Finally, he was happy. Very, very, very happy. The end.

PARIS: (#S5M2 16:18:08) The feedback portion is really important because the way you phrase it by saying your skill strength is vocabulary use, look, you, you've, you know, you've used a wide variety of appropriate vocabulary, but perhaps your skill weakness is comprehensibility.

ASSESSMENT CLIP

PARIS: Let's take a look at your rubric here. So, comprehensibility, or how well were you understood. I think that you would be understood by a sympathetic native speaker. A wide variety of vocabulary (inaudible). I think this one is probably going to be here. You worked kind of with a basic vocabulary, but your communication strategy on a number of occasions, you said "pardon," [speaks French], yeah, I think you used a wide variety.

ALLISON: (#S5M2 16:18:54) And there's a key idea here, which is that students can therefore not pigeonhole themselves as being good at French or bad at French.

ASSESSMENT CLIP

PARIS: OK, and so it's 17 out of 15 because you only really had to get to this level because you are a novice level.

ALLISON: Differentiate between criteria within a performance. So, this is what you're

AUDIO

<p>Lower Third: Allison Zmuda Educational Consultant ASCD</p>	<p>really successful at right now, you're doing a wonderful job here, this is an area where you need to continue to work on it so that you're able to increase your range of expression.</p>
<p>Lower Third: Paris Granville Pleasant Hill, CA Grade 8</p>	<p>RICK: (#S5M2 16:31:20) So any final thoughts on this? Anything from this conversation that has struck you as something important or interesting, take away message?</p> <p>PARIS:(#S5M2 16:31:47) Well I think... it empowers both teachers and students. That's the key piece. If people feel like they're overwhelmed about it, they need to think, no, this is going to empower me to improve my instruction, to focus my instruction in a way that's meaningful for students and then ultimately empower my students to take responsibility for their own learning, and take their learning beyond the classroom. I think that's what is so exciting about it, is that empowerment.</p> <p>ALLISON:(#S5M2 16:32:14) Quality assessments add meaningfulness and purposefulness for both teacher and student, that you're not just doing this for the kids now, you're doing this because its part of why you became a foreign language teacher in the first place, is to really see students become citizens of the world and of a community larger than of themselves.</p>
<p>Lower Third: Elizabeth Runnalls Nanuet, NY Foreign Language Coordinator</p>	<p>LIZ: (#S5M2 16:32:48) I think the final thought that I would have is the idea that, uh, students need to learn that they can demonstrate knowledge in a variety of ways, and that part of our job is to allow them that possibility. At the same time, I think that one of the positive features of this approach is that it helps the traditionally non-motivated student. I think it, it brings some of those non-motivated students into the classroom so they're empowered to do a little bit more and</p>

VIDEO & NOTES

AUDIO

<p>Lower Third: Richard Donato University of Pittsburgh</p> <p><i>MUSIC UP & PANEL DISCUSSION (Wide Shot)</i></p> <p>Richard Donato On Camera</p>	<p>to perform a little bit more and they realize that they can show their, their knowledge in a variety of ways.</p> <p>RICK: (#S5M2 16:54:33) What teachers find when they move towards more authentic tasks in performance-based assess... assessment is that it infuses the classroom with an energy, that they become more energized as teachers, more excited about what they're seeing. They see their students much more invested in the learning process. They might see their stu... students setting goals for learning on the basis of their performance in an assessment.</p>
<p>Credits WGBH and Annenberg Logos 1-800-LEARNER WEB TAG</p>	