



THE CENTER *for* TRANSFORMATIVE
TEACHING & LEARNING

AT ST. ANDREW'S EPISCOPAL SCHOOL

www.thecttl.org

School year

2011-12

ACTFL
webinars

Summer

2011

"keys.."

May 2012

First time use
of IPA
as final
assessments

August 2012

Department
retreat

**Fall 2012-
present**

Summer 2011

The Keys to Assessing Language Performance, *Paul Sandrock*

- a step-by-step guide on how to assess students as they produce language samples that serve real purposes.



**American Council on the Teaching
of Foreign Languages**

**The Keys to Assessing
Language Performance:
Teacher's Manual
by Paul Sandrock**

Available at actfl.org



Faculty Meetings 2011-12

Department Meeting in August

- Discussion of the book and sharing of understanding
- Validating and structuring of what we were already doing
- Definition of the three modes of communication



Department decisions

Immediate actions:

- Unanimous decision to adopt IPAS as summative assessment tool.

IPA is an assessment instrument that integrates all three modes of communication to accomplish one major task. This task is reflective of real language usage and incorporates authentic materials.

- Description of new approach in the handout for students and parents.
- Educating parents & students about the 3 modes of communication and our new approach to evaluation

FRENCH IB

Maria R. Díaz

2012-2013

This course completes the introduction to the study of French in the Middle School. It aims to develop **novice level interpretative, presentational, and interpersonal communication skills**, while building knowledge of the Francophone world. The course is designed around the following academic goals, as recommended by the Standards for Foreign Language in the XXI century: Communication, Culture, Connections, Comparisons, and Communities.

- Change of gradebooks using the three modes as main categories (Screenshot of gradebook)

Categories ? Weight Categories

Category

↕ Interpersonal speaking

↕ Interpersonal writing

↕ Interpretive Listening

↕ Interpretive reading

↕ Preparación

↕ Presentational speaking

↕ Presentational writing

↕ Repaso gramatical

↕ Vocabulario

School year 2011-12

Presented in DCR meeting our decision to eliminate the 2 hours - pen and pencil final exam- and replace it with a 3 day performance evaluation process that targets each mode of communication.

(screenshot of DCR)

Key elements included in DCR

Integrated Performance Assessments as Final Exams for French and Spanish.

Communicative competence and proficiency-based instruction focuses on what students can do with language (i.e., functional language use) rather than exclusively what they know about language. It involves meaningful use of language for “real” communicative purposes. Over the least three years, the Language Department, following current neuroeducational research and principles of linguistic theory that see language as a communication system, has progressively shifted its perspective away from a discrete and grammar-driven assessment of language concepts to assess language performance. Assessment of language performance allows for a summative evaluation of each student, but also guides the curriculum planning process, establishing clear performance standards for teaching and learning, and providing feedback for adjustment.

The IPA characteristics, as follow, reveal how this type of assessment is in sync with our Department Philosophy and Lesson Planning, with AKOM principles, and with the school's Mission.

Characteristics of IPAs:

- **Authentic:** Reflect tasks that individuals do in the world outside the classroom
- **Performance-based:** Reflect how students use the language and cultural knowledge in communicative tasks
- Based on the **three modes of communication:** Interpretive, interpersonal, and presentational
- **Interdisciplinary:** Blend communication with other goal area (s) of the national standards

Preparation during the year

Emphasis on a team approach

ACTFL webinars - Help us better understand how

- to work each mode of communication.
- to develop activities for each mode of communication

Vertical teams meet

Growing Pains

- Time (developing the units because the focus of current textbooks was not communicative)*
- Finding authentic activities according to age group and performance levels
- Grading - how NOT to look at accuracy of expression when assessing interpretation (professional bias towards accuracy)

First time use of IPAs as final assessment May 2012

Three modes of communication

Authentic tasks

Logistics:

- over three days - one mode of communication per day
- one extra day allocated for absences
- during reading week - no conflicts with other assessments

Low stress

- students allowed to review in-between tasks
- students are evaluated in what they can do - answers are not prescribed
- importance of communicative strategies
- students develop a sense of self-efficacy (Self- reported)

August 2012

Department Retreat

- Articulation with Brain based research and multicultural education (Chart)

THE FIVE C'S: COMMUNICATION, CULTURE, COMPARISONS, COMMUNITIES, CONNECTIONS

PRIMARY FOCUS OF ASSESSMENT: COMMUNICATION

Guiding Frameworks	Interpretive	Interpersonal	Presentational
All Kinds of Minds	Receptive	Receptive/Expressive Language	Expressive
	Memory	Social cognition	Social cognition
	Social Cognition	HOC	TSO
	HOC		HOC - critical thinking
Multicultural Education	Content Integration Student use Information from authentic sources about other cultures, countries, issues of inequity, social class, ability, age, religion, sexual orientation, gender, ethnicity		
	Knowledge Construction Teachers give the authentic sources and allow students to create knowledge.	Knowledge Construction Students demonstrate knowledge constructed through investigation/creation. - The concept of shared inquiry promotes the process of knowledge construction. It's used to challenge assumptions at all levels	
	Prejudice Reduction Purposeful construction of collaborative experiences that transform student relationships		
	Equity Pedagogy Teacher will vary assessment in all areas of communication to meet the needs of a variety of learning styles and social identities. Equitable creation of cooperative learning environments		
ACTFL FIVE C'S	CULTURE, COMPARISONS, CONNECTIONS, COMMUNITIES: built into the IPA		

Other Goals

- FEEDBACK
- SELF-EVALUATION

Example of Feedback

FRENCH IB – Final Assessment

Shannon H.

Congratulations! You have completed French IB successfully, and are ready to move on to French II.

But, what does this mean in terms of what you can do in French? It means that you can function in French at the novice learner range. Specifically,

- You can understand phrases, short sentences, simple questions and frequently used expressions within familiar situations. You can figure out the main point in short, clear, simple messages and announcements. Sometimes, you may need the information repeated.
- You can exchange information about simple and routine tasks involving familiar topics and activities. You can handle short social interactions, even though you may have difficulties sustaining the conversation by yourself.
- You can use, orally and in writing, a series of phrases and sentences to provide basic information about yourself and personal experiences.

Below is the assessment of your end-of-the-year performance. Please use this information as you ready yourself for next year's French class.

1. Interpretive communication (30 points) – Listening

a. Comprehension: **23/30**

Shannon, you performed very well in three out of the four podcasts. You were able to identify with precision all the information related to people, the house, clothes, and school. It was in the section covered at the end of the year, food, but also numbers, where you experienced difficulties. I hope you can devote a bit of time this summer to review that vocabulary and be prepared for next year.

1. Interpersonal communication (30 points) – Conversational speaking – 27/30

- a. Comprehensibility: You have shown an excellent accent, with some very minor errors; do not forget to do the “liason”, and the difference between the “u” and the “ou”. 6
- b. Comprehension: You have understood the task in every question except 5) where you were asked to describe your best friend - 5
- c. Language control – Excellent sentence structure and verb forms. Minor problems with gender differentiation - 5
- d. Vocabulary use – Excellent range. You have made every effort to incorporate a wide variety - 6
- e. Communication strategies – Good sense of conversation; some colloquial expressions missing - 5

1. Presentational Communication (40 points) – Writing

Explained in Schoology – 36.5/40

- a. Comprehensibility – Communication - 9
- b. Language Control – 8.5
- c. Vocabulary use - 9
- d. Content & Completion of task - 10

Fall 2012 to Present

Impact in the classroom

- Relevance of self-reflection: What did I learn?
What can I do now?
 - Based on Can-Do Statements
 - [Can Do Statements](#)
- Fluency vs Accuracy
 - [What do you prioritize?](#)
- Performance vs Proficiency
 - [Performance vs Proficiency](#)