

Developing Proficiency through Integrated Performance Assessments



MINNEAPOLIS
PUBLIC SCHOOLS

Urban Education. Global Citizens.

USDE, Foreign Language Assistance Program (FLAP) Grant
Arabic and Chinese Extended Sequences (ACES) Project
Minneapolis Public Schools

When you hear the word

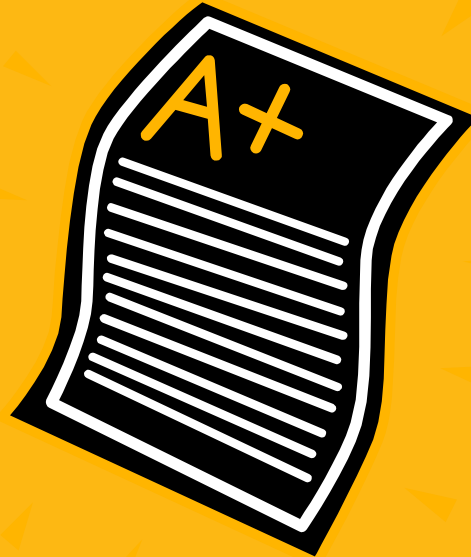
“assessment”

What do you think of?

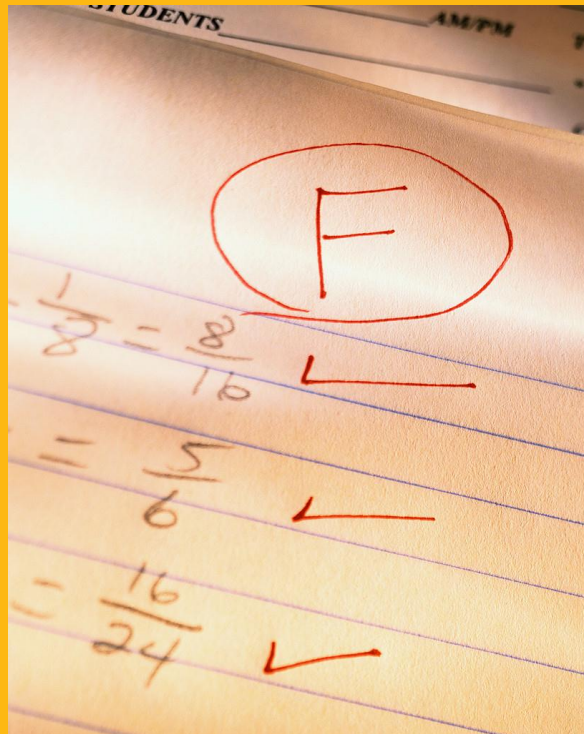
Timed paper and pencil test?



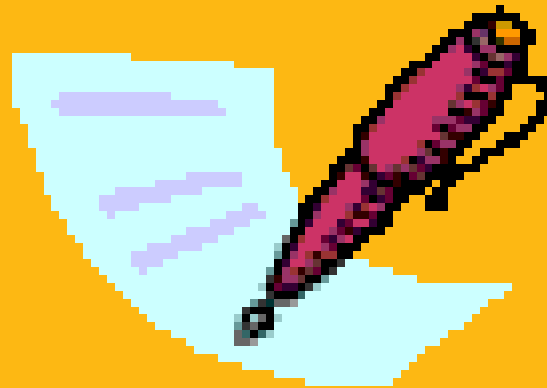
A grade, A+ on a sheet?



Or “F” on the test sheet?



A red pen?



Why do you assess?
What do you want to know from
assessments that you give?

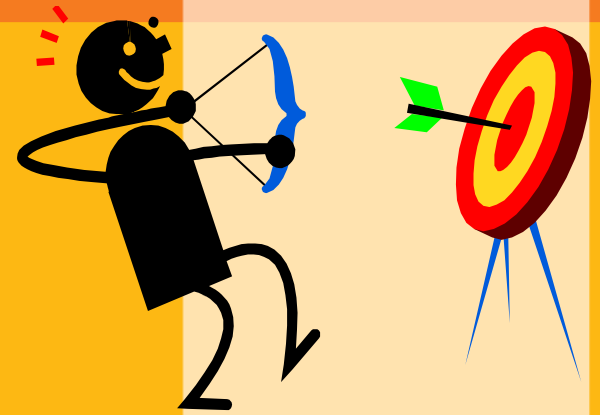


In a small group...
share your thoughts.

Anyone would like to share
with the large group?

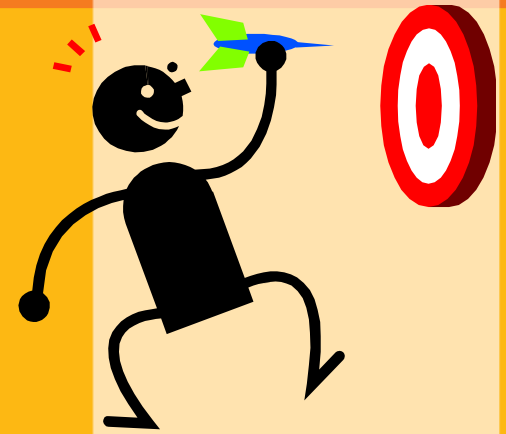
Objective 1:

I can articulate how an integrated performance assessment is different from traditional methods of assessment.



Objective 2:

I can articulate the benefit of incorporating an integrated performance assessment into my instruction.



Arabic and Chinese Extended Sequences (ACES) Project

Major goal

To establish *a model* articulated program in the critical languages, Arabic and Chinese for K-12.

Articulation tools:

- ACTFL K-12 Performance Guidelines
- ACTFL Proficiency Guidelines
- Standards-based curriculum
- MPS Language Portfolio (Linguafolio) as student self-assessment tool
- Examining student work/performance
- STAMP test (administered in spring 2011)
(Standard-based Measurement of Proficiency, AVANT Assessment)
- Benchmarks that address three different entry points. (K-12, 6-12, 9-12)
- Curriculum maps for each language and level
- Integrated performance assessments
- Common rubrics

Let's review
ACES project
performance assessment tasks

In a small group,
review a performance task summary and discuss:

If you are to administer the tasks,

1. What kind of implications might it have on how you plan for the unit or lessons?
2. What kind of learning activities would you plan?

Any group would like to share?

Review student work



Arabic: Lyndale, Grade 2

Unit title: A Butterfly's Life Cycle

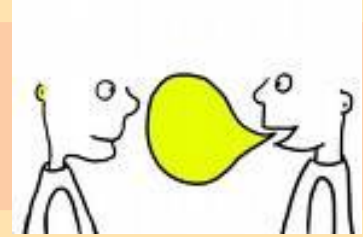
Presentational task: Create a calendar and draw pictures that show the life cycle of a butterfly and present it orally in Arabic.

Translation:

Caterpillar comes out from an egg.

Caterpillar becomes a cocoon.

And, caterpillar becomes a butterfly.



Chinese: Hall, Grade 2

Unit title: A Butterfly's Life Cycle

Interpersonal task: Interview a partner, ask and answer questions to compare each other's favorite foods. Fill in a Venn diagram to compares the food like s and dislikes.

Translation:

I like pear and chocolate cake and orange. I don't like cheese and lollipop.



Chinese: Hall, Grade 3

Unit title: Where Can We Go in China?

Presentational task: Describe where a city and surrounding geographical features are located. The classmates locate the city and draw the geographical features on the map.

Translation:

This is my Chinese map. In my map, there are Yellow River, Beijing, the Mount Everest (Himalayan Mountain). North has Yellow River (Yellow River is in the north). Northeast has a city, Beijing. (Beijing is in the northeast.) Southwest has the Mount Everest. (The Mount Everest is in the southwest.)

Chinese: Northeast , Grade 8

Unit title: Fashion



Presentational task: Present a fashion show in which they alternate playing the role of designer or model with a partner. The “designer” describes the clothing on the “model.”

Translation:

She wears white shirt. She wears shorts. She wears white shoes. She wears a black bracelet. She wears a white bracelet. The white shirt (is) \$50.00. One black shorts (are) \$20.00. One pair of shoes (are) \$25.00. The black bracelet (is) \$2.00. The white bracelet (is) \$3.00.



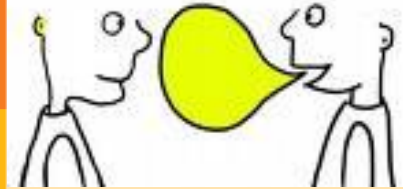
Chinese: Northeast , Grade 7

Unit title: Chinese New Year Story

Students are telling the new year's story taking turns.

Translation:

Chinese New Year. Year Monster. Long time ago, there was a monster. He lived under the ocean. He liked to eat people and animals. One year, he ran to a village. People were scared. They ran to mountain to hide. One older guy came. He thought a way (of solving the problem.) He set fire and put red papers (on the doors.) and set the fire crackers (to make loud noise.) The monster was scared.



Chinese: Henry , Level 1

Unit title: Healthy Habits

Interpersonal task: Interview a classmate to find out their eating habits, daily routine and give advice on how to stay healthy.

Translation:

- | | | |
|------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
| A. How are you? | B. I am very good. | A. Do you like water or milk? |
| B. I like milk. | A. Will you run today? | B. I will run today. |
| A. Are you fast? | B. I am not fast. | A. Do you play football? |
| B. I play football. | A. Do you often clean? | B. I don't often clean. |
| A. Are you tired? | B. I am not tired. | A. What do you drink for breakfast? |
| B. I drink milk for breakfast. | A. What sports do you like to play? | B. I like playing volleyball. |
| A. Are you healthy? | B. I am very healthy. | A. How do you keep healthy? |
| B. Eat more apples. Eat more watermelons. Drink more water. Drink more milk. | | |



Chinese: Henry , Level 1

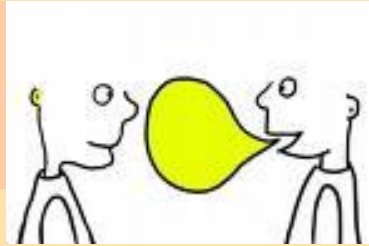
Unit title: Our Stories

Presentational task: Create a character who resembles you, then write a “biography” about this character, and record it on VOKI or Audacity.

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<http://www.voki.com/php/viewmessage/?chsm=4014472413e1451ad5f1261a70d0b19d&mId=588888>

<http://www.voki.com/php/viewmessage/?chsm=df4f7271313cc0d07d76722821d1f3be&mId=588895>



Chinese: Henry, Level 2

- Students worked in pairs to ask and answer questions about the fun and interesting things to do and see in China.

Translation:

K: Hi Zoe.

Z: Hi Kevin. I am going to China soon.

K: I want to see the Great Wall.

Z: You should see pandas. They are cute.

K: Is panda good? Is Chinese food delicious?

Z: So so. It depends. Cheng Du dish is good. Cheng Du has a lot of fun. Shanghai seafood is good.

K: I don't like seafood.

Z: Beijing dish is good.

K: Will I go to Beijing?

K: I will go to Tian An Men Square.

Z: You should see the Terra Cotta Warriors.

K: I hear Terra Cotta Warriors is good.

Z: Don't use a toilet.

K: Why?

Z: Because it is (I forgot how to say it)dirty.

K: Where do you go for bathroom?

Z: Go to the bathroom in hotel.

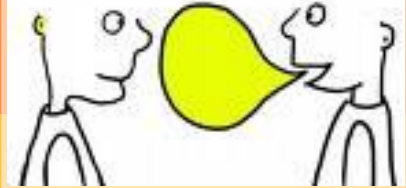
K: Thank you.

Z: You are welcome. You are my good friend. Bye.

Arabic: Sanford

Unit title: The Market (Mid-Year)

Interpersonal task:



Arabic: Roosevelt, Level 1

Unit title: The Market (Mid-Year)

Presentational task: Role-play a customer “bargaining for a good price” with a seller at a food market.



ACES Project Schools with number of enrollment for 2012-2013

Arabic:

- Lyndale Elementary --- Grade 2, 4, & 5 (132 students)
- Sanford Middle --- Grade 6, 7, 8 (273)
- Roosevelt High --- Level 1, 2, 3 (45)

*Ramsey Middle (Started fall 2012) --- Grade 6 (50)

Arabic total: 500

Chinese:

- Hall Elementary --- Grade K, 1, 2, 3, 4, 5 (393)
- Northeast Middle --- Grade 6, 7, 8 (128)
- Patrick Henry --- Level 1, 2, 3, 4, 5 (166)

*Edison High --- Level 1, 2, 3, 4 (71)

*South High --- Level 1, 2, 3, 4 (94)

Chinese total: 852

Enrollment expansion:

	Arabic	Chinese	Total
2008-2009, Y1	263	563	826
2009-2010, Y2	319	693	1012
2010-2011, Y3	455	823	1278
2011-2012, Y4	458	874	1332
2012-2013	500	852	1352

Project goals:

- 1) Design standards-based articulated curriculum.
- 2) Develop integrated performance assessments that use formative and summative assessments to inform instruction.
- 3) Improve instruction of languages and cultures.
- 4) Incorporate technology to enhance instruction.

Project Components:

1. Professional Development – Partnered with Center for Advanced Research on Language Acquisition (CARLA)
2. Focus group meetings with college level instructors
3. Cultural Arts Presentations
4. Curriculum development- Benchmarks, Year-Long Maps, Integrated Performance Assessments, Rubrics

Resources:

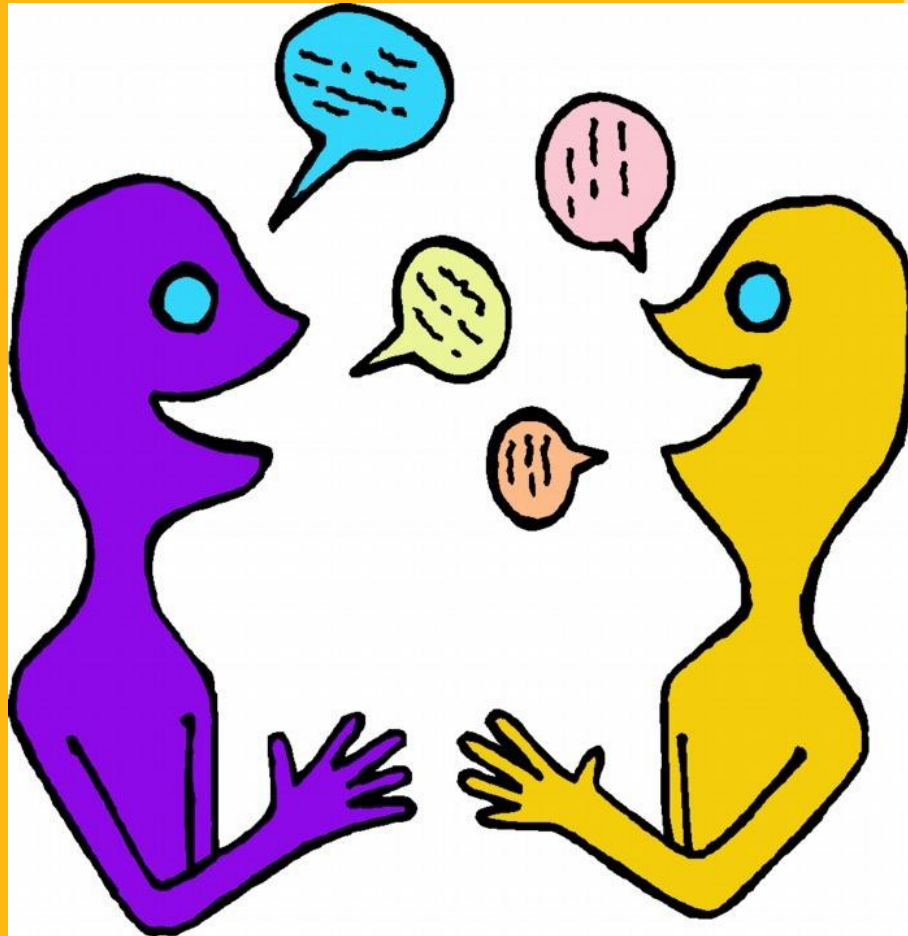
- *The Keys to Assessing Language Performance*
Paul Sandrock, ACTFL 2010
- *Understanding by Design, Expanded 2nd Edition*
Grant Wiggins and Jay McTighe, ASCD 2005
- *Standards for Foreign Language Learning in the 21st Century*
National Standards in Foreign Language Education Project, 2006
- *Planning Curriculum for Learning World Languages*
Wisconsin Department of Public Instruction, 2002

Project Contact Information

- Project website: <http://worldlanguages.mpls.k12.mn.us/aces>
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**When you think about
assessment for language learning
What comes to your mind?**

Interpersonal mode



Interpretive mode



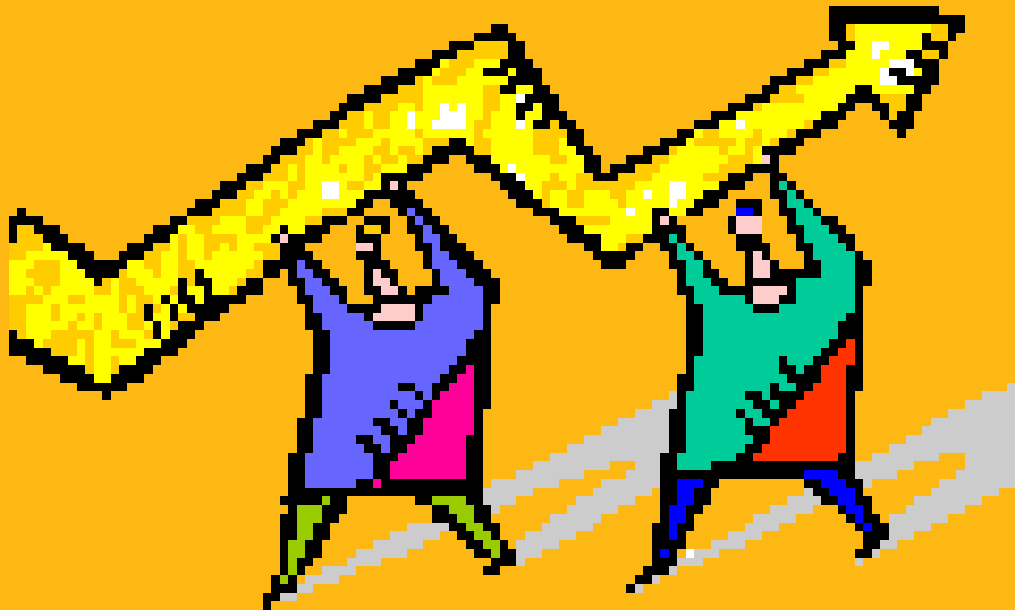
Presentational mode



With rubrics

Category	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Language Function Language tasks the student is able to handle in a consistent, comfortable, sustained, and spontaneous manner.	Creates with language; able to express own meaning in a basic way.	Mostly memorized language with some attempts to create.	Memorized language only, familiar language.
Text Type Quantity and organization of language discourse (continuum: word-phrase-sentence-connected sentences-paragraph)	Simple sentences and some strings of sentences.	Simple sentences and memorized phrases.	Words, phrases, chunks of language, and lists.
Communication Strategies Quality of engagement and interactivity; amount of negotiation of meaning; how one participates in the conversation and advances it. Clarification Strategies How the student handles a breakdown in comprehension; what one does when one partner doesn't understand the other.	Maintains simple conversation: asks and answers some basic questions (but still maybe reactive). Clarifies by asking and answering questions.	Responds to basic direct questions. Ask a few formulaic questions (primarily reactive). Clarifies by occasionally selecting substitute words.	Respond to limited number of formulaic questions (primarily reactive). Clarifies meaning by repeating words and/or using English.
Comprehensibility Who can understand this person's meaning? How sympathetic must the listener be? Does it need to be the teacher or could a native speaker understand the speaker? How independent of the teaching situation is the conversation?	Generally understood by those accustomed to interacting with language learners.	Understood with occasional difficulty by those accustomed to interacting with language learners.	Understood primarily by those very accustomed to interacting with language learners.
Language Control Accuracy, form, appropriate vocabulary, degree of fluency	Most accurate when producing simple sentences in present time. Accuracy decreases as language becomes more complex.	Most accurate with memorized language, including phrases. Accuracy decreases when creating, when trying to express own meaning.	Most accurate with memorized language only. Accuracy may decrease when attempting to communicate beyond the word level.

So that, we are helping students' proficiency level move towards a next level



Exit ticket & Feedback

Did you meet the objectives today? Please share with your partner.

- I can articulate how an integrated performance assessment is different from traditional methods of assessment.
- I can articulate the benefit of incorporating an integrated performance assessment into my instruction.

Please give us some feedback on a piece of paper.



Shukrun!
Xie! Xie!

Arabic and Chinese Extended Sequences
(ACES)
FLAP Project
Minneapolis Public Schools
2008-2012

