

# **Designing Backwards: From Standards Through Assessment to Daily Instruction**

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# Goals for Today

- 1. Learn effective ways to assess communication**
- 2. Identify a thematic focus for a unit of instruction**
- 3. Practice integrating standards into unit-level assessment**

# Workshop Outline

- **Examine our goals for teaching and learning**
- **Target expected performance: assessing 3 modes of communication**
- **Focus through backward design & themes spiraling across levels**
- **Design performance assessments for a unit of instruction**

**Helena Curtain advises that our  
context for teaching be:**

- Cognitively engaging**
- Intrinsically interesting**
- Culturally connected**

**Add:**

- Communicatively purposeful**

# Our context: U.S. System of Education

- What should students know and be able to do as a result of your instruction? **Standards**
- How will you know your students have learned this? **Assessments**
- How good is good enough?  
**Performance guidelines**
- What will help you plan your instruction and coordinate it with teachers of other levels and of other languages?  
**Curriculum**

# Assessments for learning

## National

- Oral Proficiency Interview – evaluation tool
- Rating scale for proficiency

## State

- May use national assessment tools  
(or develop for the state)

## Local

- Teacher created learning checks for classroom
- Unit or semester level =

*Integrated Performance Assessment*

# How good is good enough?

## National Level

- *K-12 Performance Guidelines*
- Rating scale for measuring proficiency
- Provides consistency
- Creates common expectation for **how well** students should be able to use their new language

# Traditional planning design:

- 1. start with the vocabulary and grammatical structures**
- 2. practice**
- 3. quiz**
- 4. practice more**
- 5. culture**
- 6. chapter test**

# Designing backwards:

- 1. start with the ends (performance goals)**
- 2. envision activities to lead students to success**
- 3. select the means (language elements)**

# Integrated Performance Assessment Cycle



# Elements of Interpretive Mode

Novice	Intermediate	Pre-Advanced
<b>Literal Comprehension</b>		
Key word recognition Important words/phrases Main idea detection	Main idea detection Supporting details detection	Main idea detection Supporting details detection
<b>Interpretive Comprehension</b>		
		Word inferences Concept inferences Organizing principle(s) Author/Cultural perspectives

# Your Health- Presentational Mode

<b>Novice Level</b>		
Write a letter to nominate yourself as school's ambassador to your sister school	20 minutes	Aim for 100 words
<b>Intermediate Level</b>		
Write application letter to sports camp	30 minutes	Aim for 200 words
<b>Pre-Advanced (Int-High) Level</b>		
Write an article for your sister school's newspaper describing causes of stress/how to manage	40 minutes	Aim for 300 words

# Scored Discussion

Negative Participant Qualities	1 – 3 – 5	Positive Participant Qualities
• Rarely contributes		• Contributes additional info.
• Interrupts others		• Respects others
• Dominates		• Includes quiet participants
• Changes the topic to suit personal agenda		• Contributes personal insights to enhance disc.
• Comments are not relevant		• Stays on topic

# Thematic Focus: Family

## Spiraling Across Levels

Novice	Family members, description words	Who is part of your family?
Interm.	Leisure time	What activities does your family do together?
Interm-High	Chores and responsibilities	Advantages of living at home vs. in dorm or boarding school?
Advanced	Roles of family members	What are benefits of nuclear vs. extended families?

# Thematic Focus: **Travel**

## Spiraling Across Levels

Novice	Where would I like to travel?
Interm.	Why would I choose a particular destination?
Interm-High	How could travel help my career options?
Advanced	How does travel change the way I look at the world?

# Targeting Language Expectations:

**How good is good enough?**

**How can my assessment task pull out the desired performance?**

**Is my feedback focused on what really counts to help students increase their proficiency?**

# Focus on a language level target

**Novice: Level 1 & 2**

**Elementary, Middle or High School**

**Intermediate: Levels 3 & 4**

**Middle or High School**

**Pre-Advanced: Levels 5 & Beyond**

**High School**

# Teaching with Your Ends in Mind

**Keep in mind:**

- **Performance goals**
- **Learning activities**

**Now ask: What are the  
language functions  
structures and  
vocabulary**

**students need in order to be successful  
on the performance tasks of this unit?**

# Benefits to using thematic performance assessments

Provides a way to document and show progress

Creates common goals and expectations

Focuses instruction at all levels

Builds in spiral development and continuous progress (articulation)

“Teaching to the test” at its most beneficial