Checking for Learning in STARTALK Student Programs

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InterPrep
www.interprepinc.com
what do we mean "checking for learning?"
when do I use formative and summative checks for learning?
how do I know what to check?
how do I use formative checks for learning?
how can I give effective feedback?
how can students check for learning?
how can I report progress of learning in meaningful ways?
how can external assessment help in checking for learning?
Start here
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• Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

**Communication**

• Interact with cultural competence and understanding

**Cultures**

• Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

**Connections**

• Develop insight into the nature of language and culture in order to interact with cultural competence

**Comparisons**

• Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

**Communities**
World Readiness Standards for Learning Languages

- 5 Goals (the 5 Cs)
- 11 standards

A framework for everything we do to teach language and culture
Moving from framework to more specific

Better learning happens when . . .

learners know where they are going EVERY day.
Motivated/Empowered learners

- **need** to know where they’re going
- **need** to perceive where they are going as something of value and interest to them
- **need** to know if they got there, and, if not, what they need to do to get there
Motivated/Empowered learners need
What does the term "learning target" mean to you?
are clear and focused

stated in student-friendly language

encourage student buy-in
Good

- are shared at the beginning of the learning episode
- are posted and visible by students throughout the lesson
- are referred to by the teacher during the lesson
- serve as a checkpoint for student learning at the end of the lesson
**Oh! The Places We’ll Go!**
**Tourist and Traveler**

• I can ask for and provide descriptions of places I know and places I would like to visit.

• I can use the target language to describe a task that requires multiple steps.

• I can tell someone how to access information online.

• I can plan a trip with a group of classmates and provide several details that explain my reasons for several choices.
I can make a presentation on something new I learned from the media.

I can describe how to plan and carry out an event, such as a trip to a country where the target language is spoken.

I can share personal stories about travel and volunteerism and explain and justify my point of view on such topics.

I can write a simple summary about something I have researched.
A testimonial from some important people
STARTALK Model Curriculum Units

https://startalk.umd.edu/model-curricula/
More Learning Targets

Interpersonal Communication

NOVICE HIGH
I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

I can exchange some personal information.
☐ I can ask and say a home address and e-mail address.
☐ I can ask and say someone's nationality.
☐ I can ask and talk about family members and their characteristics.
☐ I can ask and talk about friends, classmates, teachers, or co-workers.
☐ I can ___________________________

I can exchange information using texts, graphs, or pictures.
☐ I can ask about and identify familiar things in a picture from a story.
☐ I can ask about and identify important information about the weather using a map.
☐ I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.
☐ I can respond to simple questions based on graphs

I can ask for and give simple directions.
☐ I can ask for directions to a place.
☐ I can tell someone how to get from one place to another, such as go straight, turn left, or turn right.
☐ I can tell someone where something is located, such as next to, across from, or in the middle of.
☐ I can ___________________________

I can make plans with others.
☐ I can accept or reject an invitation to do something or go somewhere.
☐ I can invite and make plans with someone to do something or go somewhere.
☐ I can exchange information about where to go, such as to the store, the movie theatre, a concert, a restaurant, the lab, or when to meet.
☐ I can ___________________________

I can interact with others in everyday situations.
Presentational Writing

NOVICE HIGH
I can write short messages and notes on familiar topics related to everyday life.

I can write information about my daily life in a letter, blog, discussion board, or email message.
☐ I can introduce myself.
☐ I can describe my family and friends.
☐ I can describe my school.
☐ I can describe where I work and what I do.
☐ I can ____________________________________________

I can write short notes using phrases and simple sentences.
☐ I can write a postcard message.
☐ I can write a special occasion message such as a birthday or congratulatory note.
☐ I can write a short announcement, invitation, or thank-you note.
☐ I can ____________________________________________

I can write about a familiar experience or event using practiced material.
☐ I can write what I do in class or at work.

I can write basic information about things I have learned.
☐ I can write up a simple process like a science experiment.
☐ I can write about a topic from a lesson using pictures or photos.
☐ I can write about something I learned online, in a class, at work, or in the community.
☐ I can ____________________________________________

I can ask for information in writing.
☐ I can request resources like brochures or posted information.
☐ I can request an appointment with a classmate, teacher, or colleague.
☐ I can request an application for a job, membership in a club, or admission to a school or program.
☐ I can ____________________________________________
Interpretive Reading

NOVICE HIGH
I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.
I can sometimes understand the main idea of what I have read.

I can usually understand short simple messages on familiar topics.
☐ I can understand basic familiar information from an ad.
☐ I can sometimes identify the purpose of a brochure.
☐ I can identify information from a movie brochure or poster.
☐ I can understand simple information in a text message from a friend.
☐ I can ............................................................

I can sometimes understand short, simple descriptions with the help of pictures or graphs.
☐ I can understand simple captions under photos.
☐ I can understand very basic information from a real estate ad.
☐ I can understand website descriptions of clothing items to make an appropriate purchase.
☐ I can identify the categories on a graph.
☐ I can ............................................................

I can sometimes understand the main idea of published materials.
☐ I can distinguish a birthday wish from a note expressing thanks.
☐ I can identify destinations and major attractions on a travel brochure.
☐ I can locate places on city maps.
☐ I can ............................................................

I can understand simple everyday notices in public places on topics that are familiar to me.
☐ I can understand a simple public transportation schedule.
☐ I can locate notices on where to park.
☐ I can understand notices that tell of street or metro closings.
☐ I can understand a store’s hours of operation.
☐ I can read the labels on a recycling bin.
☐ I can .............................................................
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How do I use formative checks for learning?
Using formative checks for learning tell us . . .

- Who is and who is not understanding the lesson?

- What are the students’ strengths and needs?

- What misconceptions do I need to address?

- What feedback should I give students?

- What adjustments should I make to instruction?

- How should I group students?

- What differentiation do I need to prepare?

Jan Chappius, *Seven Strategies for Assessment for Learning* (2009)
What is a formative check for learning

- ANY instructional activity can serve as a formative check for learning
- provides an opportunity for the student and teacher to find out if the student “gets it” and helps determine what might still need to be done
- NO MYSTERY!
Some time to explore

- Break into language groups of 4-5 people per group.
- Take time to scan through the activities.
- Which ones would be highly useful in your program?
- Which ones might work better for beginners and which ones for heritage students?
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Why is feedback so important?

- it is critical for improvement;
- motivated learners *must* have it;
- it provides non-judgmental information;
- it opens up a dialog between teacher and student;
- it empowers learners.

Brookhart, 2008
The most critical factor in improving student achievement is the teacher.

Not what the teacher knows but what the teacher does.
As a result of reviewing almost 8,000 studies, researcher John Hattie (1992) made the following comment:

“The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be ‘dollops of feedback.’”

Marzano, Classroom Assessment & Grading That Work, ASCD: 2006
Giving Effective Feedback to Your Students

The Impact on Student Achievement

Where am I going?
How will I get there?
Why am I learning this?
Where do I need to go next?

ASCD
FEEDBACK is just-in-time, just-for-me information delivered when and where it can do the most good.

Brookhart, 2008
Feedback . . .

“What was or was not accomplished given a specific goal”

Grant Wiggins, “Assessment as Feedback.” New Horizons for Learning, 2004
The power of feedback lies in its *two-pronged* approach, addressing both *cognitive* and *motivational* factors at the same time.
Good feedback provides students information that tells them where they are at the moment and helps them figure out what to do next—the cognitive factor.
When students understand *what to do* and *why*, they realize that they have control over their own learning--the *motivational* factor.
feedback . . .
up close and personal
<table>
<thead>
<tr>
<th>Giving Effective Feedback to Your Students</th>
<th>Tailoring Feedback to Meet Content and Student Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play All</td>
<td>Effective Visual/Demonstration Feedback</td>
</tr>
<tr>
<td>Introduction</td>
<td>Modeling Openness to Criticism</td>
</tr>
<tr>
<td>Differentiating Feedback</td>
<td>Benefit to Self-Assessment/Self-Monitoring</td>
</tr>
<tr>
<td>Effective Oral Feedback</td>
<td>Peer Editing</td>
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<tr>
<td>Individual Oral Feedback</td>
<td>Adjusting for Different Types of Learners</td>
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<tr>
<td>“Quick-Quiet“ Feedback</td>
<td>Successful Students</td>
</tr>
<tr>
<td>In-Class Conferencing</td>
<td>Struggling Students</td>
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<td>Group Oral Feedback</td>
<td>English Language Learners</td>
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<tr>
<td>Effective Written Feedback</td>
<td>Accessing the Professional Development Tools</td>
</tr>
<tr>
<td>Notes on Student Work/Annotations on Rubrics</td>
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</tbody>
</table>
So what did you observe in those two feedback sessions?

Turn to your partner!
2 Types of Feedback

- Evaluative
- Descriptive
Evaluative feedback . . . sums up achievement and assigns a label. It expresses judgment.

- Grades--A, B, C, D, F
- Letters--P for Proficient, D for Developing, B for Beginning
- Numbers--4 for Exceeds Standard, 3 for Meets Standard, etc.
- Words--Excellent, Good, Fair, Poor
- Other symbols--smiley faces, stars, plusses, checks, minuses, etc.
- Written comments--Good work; Needs work
- Stickers--Great Job! Awesome! Super!
Descriptive feedback . . . offers information about the work, product or performance relative to the intended learning.

- Is value neutral--avoids praise or blame
- Focuses on the intended learning
- Shows where the work is right or wrong and why
- Pinpoints strengths and identifies areas of improvement in terms of intended learning
- Takes into account the amount of corrective information the learner can act on at one time
- Models the kind of thinking students will engage in when they self-assess
- Can be used by students to take action or improve
- Does not cause the learner to shut down
Descriptive vs. Evaluative
Can we spot the difference?
1. You solved the equation; however, you need to include a written or visual explanation.

2. I liked your behavior during the task.

3. Your model of the solar system does not show the proportions as provided in the data.

4. Your axis is not properly labeled.

5. Your performance task needs proper measurements and a method to report the data.

6. Good job of getting ready for lunch

7. 70%

8. B+ Good work! I am proud of you. You should be thrilled with your progress.
When evaluative feedback is decreased and specific, descriptive feedback is increased, students learn more.

Anne Davies, “Involving Students in the Classroom Assessment Process,” Ahead of the Curve, 2007
Tips on Giving Feedback

- Choose words and a tone that respect the learner and that empower him to be in charge of his own learning.
- Make sure to use language that is easily understandable to the learner.
- Make certain that the learner knows how his work compares to the desired product.
- Help the learner determine the steps that he can follow to improve his work.
- Don’t overpower the learner with too much feedback on too many different things.
An interesting tidbit:

All forms of feedback are not equally effective.

... Just giving feedback does not guarantee improvement.
### Findings on the Effects of Different Types of Feedback

<table>
<thead>
<tr>
<th>Source</th>
<th>Characteristics of Feedback from Classroom Assessment</th>
<th>Number of Studies*</th>
<th>Effect Size</th>
<th>Percentile Gain or Loss in Student Achievement</th>
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<tr>
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<td>Right/wrong</td>
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<td>-.08</td>
<td>-3</td>
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<tr>
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<td>8.5</td>
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Marzano, *Classroom Assessment & Grading That Work*. ASCD: 2006
Scoring Guide for Topic/Idea Development

Score 6
Rich topic/idea development
Careful and/or subtle organization
Effective/rich use of language

Score 5
Full topic/idea development
Logical organization
Strong details
Appropriate use of language

Score 4
Moderate topic/idea development and organization
Adequate, relevant details
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Not only does TYPE of feedback matter--**frequency** of feedback is a key factor in improved student performance.
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<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>0.34</td>
<td>13.5</td>
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<tr>
<td>5</td>
<td>0.53</td>
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<tr>
<td>30</td>
<td>0.80</td>
<td>29.0</td>
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Note: Effect sizes from data reported by Bangert-Drowns, Kulik, and Kulik (1991).

Marzano, Classroom Assessment & Grading That Work. ASCD: 2006
the message from the research is clear:

systematic use of classroom assessments--weekly or even more frequently--can have a strong positive effect on student achievement.

Marzano, Classroom Assessment & Grading That Work, ASCD: 2006
feedback

demo

process feedback

feedback

process feedback

demo