

What Happens After the Assessment?: The Impact of Assessment on Instruction

Stephanie Irizarry, add.a.lingua

Mandy R. Menke, University of Minnesota

Laura Schuler, Ada Vista Elementary

6th Int'l Conference on Immersion & Dual Language Education

October 20, 2016

Namaste مرحبا **Willkommen** Bem Vindo Selamat Datang
Bienvenidos Namaste Bienvenue Croeso Welcome Bienvenidos أهلا وسهلا
Benvenuti Welkom **Welcome** Bem Vindo
Bienvenue مرحبا Welcome Welkom Croeso
Bienvenidos أهلا وسهلا مرحبا أهلا وسهلا Namaste
Selamat Datang **Bienvenue** Bem Vindo
Willkommen **Benvenuti** Willkommen
добре дошъл **Benvenuti** Willkommen
καλώς ήλθατε Benvenuti



working agreements

- engage fully in the learning
- listen with attention
- speak with intention
- monitor your impact on the room
- Have fun!

professional courtesies

- use technology to engage in the learning
- take care of yourself

small fires

purpose: to activate energy in the room and explore our relationships with the topic of the impact of assessment



small fires



Please share:

- your name
- what brings you to this workshop today

agenda

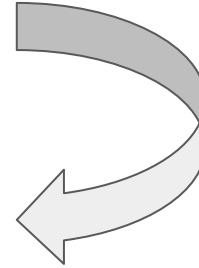
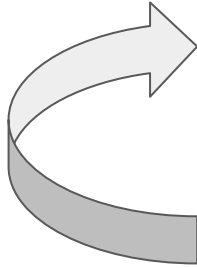
- welcome and inclusion
- IPA overview
- three modes & feedback
- assessing impact
- reflection & wrap-up

outcomes

- Consider teaching points and learning targets for content and language instruction based upon student performance.
- Identify strategies for managing the logistics of feedback loops within the IPA.
- Describe characteristics of feedback that is meaningful to students.

IPA overview

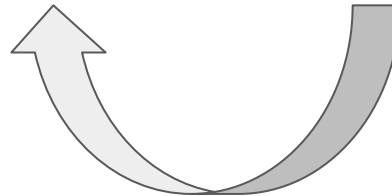
Interpretive Task



Presentational Task

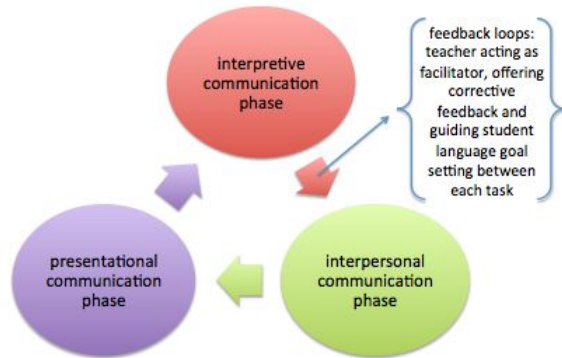


Interpersonal Task





IPA: backward design in action



In what ways does such a cycle appeal to us with respect to how authentic assessment should look, sound, and feel?

feedback and goal setting



rubric scores and feedback loops

Because aalpa tasks build on one another, students having difficulty with the initial phase of the assessment cycle require instructional intervention in order to succeed in completing subsequent tasks. The interactional **feedback loop** between each task creates space for teachers to scaffold language and content concepts or to press for it is important for students to have accurate working knowledge required by the tasks within each phase of the assessment cycle.

add.a.lingua recommends providing feedback for individuals, small groups, and/or whole groups on task type and student needs. **guidelines and timeframes:**

- **rubric score of 1 -2:** conduct intensive meetings in small groups (two to four students) to address understanding of content and language objectives; suggested timeframe **ten to fifteen minutes**.
- **rubric score of 2.5:** check-in to fill in learning gaps prior to students moving on to the next task; suggested timeframe **three to five minutes**.
- **rubric score of 3-3.5:** affirm understanding and stretch student capacity to produce a response; suggested time frame **two - three minutes**.
- **rubric score of 4:** probe for deeper understanding during subsequent tasks; suggested timeframe **two to three minutes**.

goal setting

Work to set individual or classroom learning goals during the feedback loop. Table 2 provides examples of collaborative inquiries designed to help create individual or classroom learning goals.

sample goal: By the end of this year, our class will use the _____ strategy to _____.

interpretive	interpersonal	presentational
What questions can we ask ourselves while we read to make sure we understand the text?	What are some strategies that help us speak for longer periods of time or keep a conversation going? (specific examples, transition words, open-ended questions, "What do you think about that?")	What does "impact" mean in regard to our writing or speaking, and how might we "impact" our audience?
If we don't understand what a word means, what clues can we look for in the text or even within the word itself? For example, what smaller word do we see in <i>malicioso</i> that gives us a clue to its meaning?	Many students used the (___ form) instead of the (___form). Because it is important to speak accurately, we are going to practice: Talk for one minute with a partner, and use the (___ form) at least three times.	How can we connect the ideas within our writing better? Let's look at some examples other authors have used and try to discover different techniques. (transition sentences, adverbs of time: when, then, suddenly, finally....)

what leaders of learning say...

“The most valuable thing about this kind of assessment is the way it can guide instruction.”

“These assessments are a great opportunity to get to know our learners through a structured and differentiated project.”



Interpretive Task



UNIVERSITY OF MINNESOTA



add.a.lingua

interpretive task

la guía de comprensión

aalpa
cuarto grado
primavera

Nombre: _____

1. LA IDEA PRINCIPAL

Describe en oraciones completas la idea principal. ¿Cuál es la idea principal del texto? Incluye *por lo menos dos ejemplos* específicos del texto para enriquecer tu descripción.

2. LOS DETALLES QUE PERTENECEN AL TEMA

La lectura contiene sugerencias para usar menos electricidad en tu casa. Nombra *por lo menos dos detalles* de la lectura que pertenezcan al tema del uso de la electricidad.

3. LAS PISTAS DEL CONTEXTO (PARA ENCONTRAR EL SIGNIFICADO)

Las siguientes palabras quizás sean nuevas para ti. Búscalas en el texto, y luego escribe sus significados basado en el texto.

- a) componentes _____
- b) reciclados _____
- c) insisteles _____
- d) contamina _____

la guía de comprensión

aalpa
cuarto grado
primavera

pag. 2

4. LAS INFERENCIAS

Responde en oraciones completas a las siguientes preguntas.

¿Por qué crees que el autor decidió escribir este texto y en él incluir una lista de quehaceres sobre el medio ambiente? Incluye *por lo menos dos razones*.

5. LA REFLEXIÓN

¿Cuál sería el impacto en nuestro estado si todos siguiéramos la mayoría de las recomendaciones del texto? *Utiliza el condicional (regular e irregular) por lo menos dos veces* en tu respuesta.

interpretive task performance

How might you structure feedback for students who perform at various degrees of sophistication?

- login to my.addalingua.com
 - username: guest@addalingua.com
 - Password: CARLA2016

interpretive task performance

As you view the interpretive range finders:

- What evidence do you see of meeting expectations?
- What evidence might inform your goal setting for instruction/learning?
- How might you go about articulating this with students?

interpretive task feedback



fourth grade interpretive feedback
loop

assessing impact

1. How does what you saw in the interpretive feedback loop impact you as a practitioner?
2. What is the impact that this experience might have on the student?
3. What is the impact that this experience might have on subsequent instruction?

break

Interpersonal Task



interpersonal task

interpersonal task

aalpa
fourth grade
spring

interpersonal task language arts content objective: Students will actively engage in conversation and seek information from one another in order to develop a public service announcement which states and defends ways to help the environment and what will happen if their recommendations are followed.

interpersonal task target language objective: Students will use the correct form and function of regular and irregular verbs in the conditional in dialogue with a partner to describe the effects that their recommendations will have on the environment.

learning activities to progress toward objectives:

- Introduction to Objectives and Rubric Scoring Criteria
- Regular and Irregular Conditional Tense Review
- Independent Brainstorming
- Dialogue and Discussion Time with Partner/Charting of Thinking
- Feedback Session & Goal Setting



interpersonal task performance

How might you structure feedback for students who perform at various degrees of sophistication?

- login to my.addalingua.com
 - username: guest@addalingua.com
 - Password: CARLA2016

interpersonal task performance

As you view the interpersonal range finders:

- What evidence do you see of meeting expectations?
- What evidence might inform your goal setting for instruction/learning?
- How might you go about articulating this with students?

interpersonal task feedback



[fourth grade interpersonal feedback loop](#)

assessing impact

How might focusing on interpersonal communication in assessment and feedback impact student learning and language development?

Presentational Task



presentational task

presentational task

aalpa
fourth grade
spring

presentational task language arts content objective: Students will choose words and phrases precisely to accurately demonstrate ways to help the environment, supporting their ideas with details of how their thinking will positively impact the world.

presentational task target language objective: Students will report in an oral presentation on ways to positively impact the environment, incorporating the correct form and function of regular and irregular verbs in the conditional when appropriate.

learning activities to progress toward objectives:

- Introduction to Objectives and Rubric Scoring Criteria
- Completion of Graphic Organizer (with partner)
- Creation of Visuals & Draft Narrations of Presentations
 - Each partner will create his/her own visual and draft of what s/he will individually say in order to be scored independently for the task
- Recording of Presentations
- Feedback Session & Goal Setting



presentational task performance

How might you structure feedback for students who perform at various degrees of sophistication?

- login to my.addalingua.com
 - username: guest@addalingua.com
 - Password: CARLA2016

presentational task feedback



[fourth grade presentational feedback loop](#)

teachers leading learning

- initial implementation
- lead learner initiative
- reflections & growth



final reflection 3-2-1

- Name 3 commitments you plan to make to be intentional about student performance to guide instruction.
- Name 2 strategies you plan to try when experimenting with logistics of feedback loops for performance tasks.
- Name 1 of the most important characteristics that you want to be mindful of each time you provide students with feedback.

<http://bit.ly/assessmentimpact>

Stay in touch...in multiple languages!



addalinguablog.com



facebook.com/addalingua



@addalingua