

DIFFERENTIATING ASSESSMENT IN THE WORLD LANGUAGES CLASSROOM

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HOW COMFORTABLE ARE YOU WITH DIFFERENTIATION?

Write your initials on a sticky note. Place your sticky note on the continuum on the location you feel you are when it comes to differentiating assessment. Consider what you know about differentiating assessment and how often you actually differentiate assessments.

WHAT IS DIFFERENTIATION?

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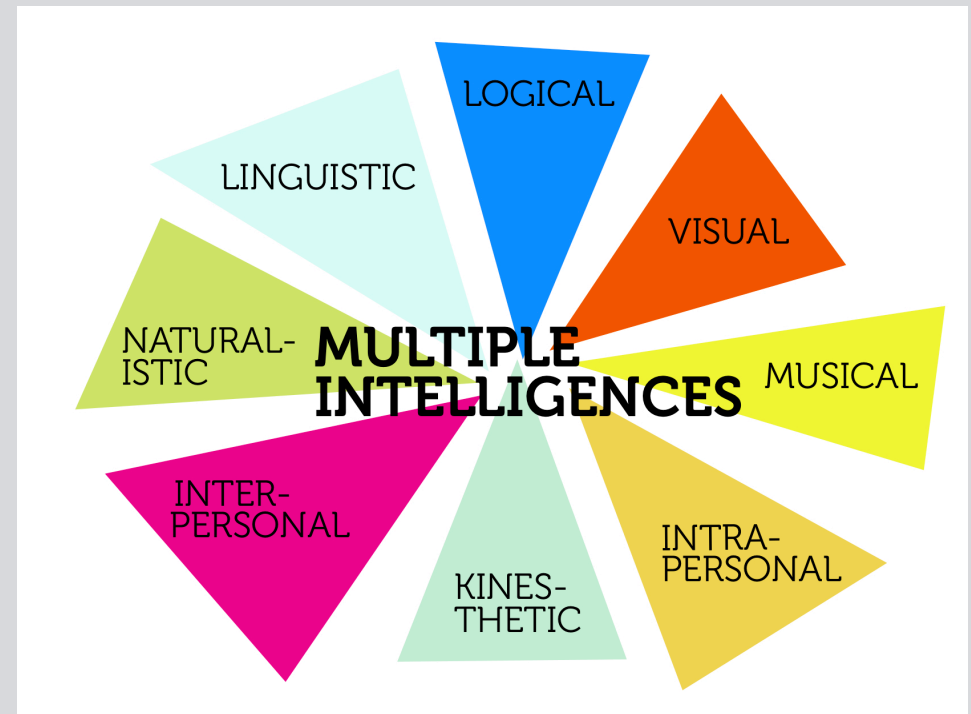
“A teacher’s response to a learner’s needs.” (Carol Tomlinson)

HOW DO WE DIFFERENTIATE?

- Content (what students will learn)
- Process (the activities through which they will learn)
- Product (how they demonstrate what they understand and can do)

WHAT DO WE USE TO DIFFERENTIATE?

- Multiple Intelligences/Learning Style
- Interests
- Readiness (Proficiency Levels)



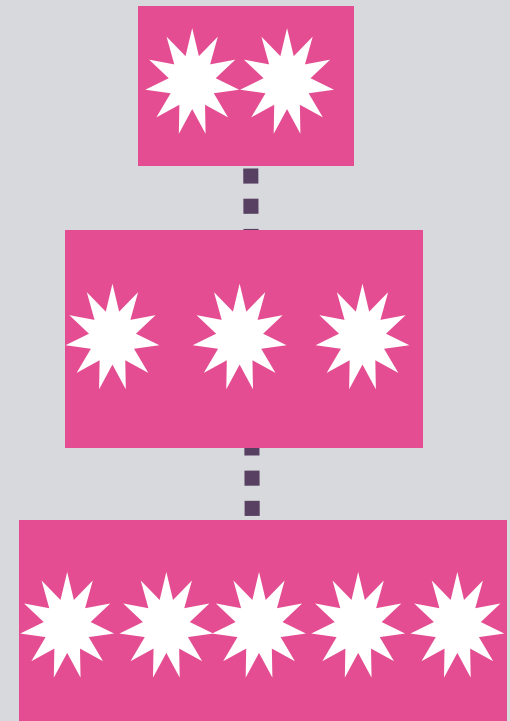
HOW DO WE COLLECT OUR DATA?

- Pre-Assessments
- Can-Do Statements
- Learning Style & Multiple Intelligence Inventories
- Interest Surveys



WHAT ARE TIERED ASSESSMENTS?

- ▶ Teacher uses various types of assessments with varying degrees of complexity
- ▶ Aligns complexity to the readiness levels and learning needs of students.
- ▶ Does not mean more or less work
- ▶ Time constraints, creativity, and teacher's enthusiasm should be the same
- ▶ Make sure groups are flexible to allow students to grow
- ▶ You must **KNOW** your students



WHAT STANDARDS WILL WE ADDRESS?

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

PRESENTATIONAL SPEAKING

Novice High

Can-Do statements:

I can present information about others using phrases and simple sentences.

I can present basic information about things I have learned using phrases and simple sentences.

Assessment

A private investigator is reporting on the activities of Mr. P. from the moment he wakes up on a given day. As you give your oral report, use simple descriptions about his daily routine. Be sure to give as many details as possible (such as times and an exact sequence) so the P.I. can write a comprehensive report.

PRESENTATIONAL SPEAKING

Novice Mid

Can-Do statement:

I can present information about myself and others using words and phrases.

I can talk about my daily activities using words, phrases, and memorized expressions.

Assessment

Working with a classmate, prepare and create a short video (less than 2 minutes) which introduces a friend and describes his/her daily routine. As you, the camera operator, narrate the video your partner must use gestures and/or props to illustrate each sentence. To make your narration and fluid, use sequence phrases (first, then, after, etc.) and frequency words (every morning, never, sometimes, etc.).

STUDENT SAMPLE

PRESENTATIONAL SPEAKING

Novice Low

Can-Do statement:

I can present information about myself and others using words and phrases.

I can talk about my daily activities using words, phrases, and memorized expressions.

Assessment

Present a series of pictures that represent your daily activities. Using these as your visual, relate your daily routine to an audience.

INTERPRETIVE LISTENING

I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.

Assessment

Listen as “María” explains her daily routine. Fill in the blank with the words that you hear.

Mis actividades diarias siempre incluyen más o menos las mismas cosas. _____ a eso de las seis y media de la mañana. _____ y voy a la universidad. Después regreso a casa y _____ toda la tarde. Ceno alrededor de las 8:00 de la noche. Veo los noticieros y _____.

<http://www.laits.utexas.edu/spe/vid/beg15ex.html>

YOUR TURN

With a partner, create a novice mid, novice high, or intermediate low assessment to go along with the video.

My daily activities always include more or less the same things. I wake up at 6:30 am. I eat breakfast and go to the university. After I return home, I study all afternoon. I eat dinner around 8:00 pm. I watch the news and I go to sleep

Mis actividades diarias siempre incluyen más o menos las mismas cosas. Me despierto a eso de las seis y media de la mañana. Desayuno y voy a la universidad. Después regreso a casa y estudio toda la tarde. Ceno alrededor de las 8:00 de la noche. Veo los noticieros y me duermo.

PRESENTATIONAL WRITING

You have been accepted as an exchange student and will be traveling to Spain to live with a host family for the summer. Write a letter to your host family and tell them about your daily routine so that they can prepare adequately for your stay. You must include the times and with what frequency you complete your activities. Be sure to ask questions about some of their routines to make sure you do not interfere with their regular activities or to decide if you need to make changes.

For which proficiency level would you assign this assessment and why? How would you change this assessment to meet the needs of other learners in your class?

Think for 1 minute and then share with a partner.

WHICH PROFICIENCY LEVEL?

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OTHER ASSESSMENTS

- Choice Boards
 - Tic-Tac-Toe
 - 2 X 2
 - BINGO
- Totally 10
- RAFT (Role, Audience, Format, Task)

TOTALLY 10

Totally 10: Don Quixote

Directions: You may choose activities from any category to total a score of 10. You may pick only two activities from the Score 2 section.

Score 2:

1. Write a 5 paragraph summary of the movie. Make sure to include an introduction, three supporting paragraphs, and a conclusion.
2. Create a poster advertising the movie. Think about movie posters you have seen in theaters and use those as a starting point.
3. Create a crossword puzzle based on the movie

Score 4:

1. Complete the folder activity for present tense verbs. Make sure to conjugate all verbs correctly.
2. Create a comic strip depicting the events of the movie using <http://www.toondoo.com>.

Score 6:

1. Create a Facebook profile for one of the main characters. Make sure to include all the pertinent information in the profile and pictures of the characters in the movies (as friends). In the "ABOUT" section, write an analysis of the character and his/her importance to the movie.
2. Create a GLOG (glogster.com) that summarizes the movie, discusses the themes, and analyzes the characters.

Score 10:

1. Imagine that you are Don Quixote and you are on trial for insanity. Write your defense and record it as podcast (or movie). Make sure to include **specific examples** in your statement. Your podcast (or movie) should be 3-5 minutes long. Add background music that reflects the mood of your defense. Remember, your job is to convince the listener that you are not insane and that your actions/adventures were based on reality.
2. Write a 2-3 page (Times New Roman, 12pt, double spaced) alternate ending for the movie. Make sure to include all of the important characters and incorporate the themes discussed in class. You make include dialogue in your rewrite but it should be mostly narrative. You can tell the story using any literary techniques, device, form, genre, or mode. This includes but is not limited to: limited, 3rd person omniscient or 1st person (as Don Quixote or Sancho Panza) point of view, foreshadowing, epic poem, flashforward, etc.

RAFT

RAFT Assignment



Unit/Theme: **SEMESTER REVIEW**

Role	Audience	Format	Topic
STUDENT	EXCHANGE STUDENT	LETTER	DESCRIBE YOUR CLASSES AND SCHOOL.
NEW HOMEOWNER	CONTRACTOR	BLUEPRINT	DRAW AND LABEL YOUR IDEAL OFFICE FOR YOUR BRAND NEW HOME
RESTAURANT MANAGER	CHEF	MENU	CREATE A MENU FOR YOUR BREAKFAST AND LUNCH SPECIALS. INCLUDE PICTURES OF YOUR ITEMS.
TEACHER	PRE-SCHOOL STUDENTS	LESSON	TEACH STUDENTS HOW TO COUNT AND TELL TIME IN SPANISH.
A SINGLE INDIVIDUAL	THE GUY OR GIRL ON WHOM YOU HAVE A CRUSH	CONVERSATION/DIALOGUE	MEET AND GREET ONE ANOTHER. DESCRIBE SELF.

YOUR TURN

Using the planning template, brainstorm ideas for your next differentiated assessment.

ACTFL Can-Do Standards:

https://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements.pdf

WHAT CAN I TAKE AWAY?

- Assess and Monitor Students Often
- Vary Your Assessments
- Align Assessments to Standards and Can-Do Statements
- Take Chances