

# Welcome to the Teacher Workshop

Performance Assessment  
in the three communicative modes



Planning for Performance  
with Backward Design

# This KeyPoint will help you to

- Identify the three communicative modes that will lead your students to performance
- Copy of the STARTALK template
- Culturally Authentic Materials
- Tasks you wish to revise
- A colleague or two to collaborate with you

# How can I adapt what I know and can do for a new situation or problem?

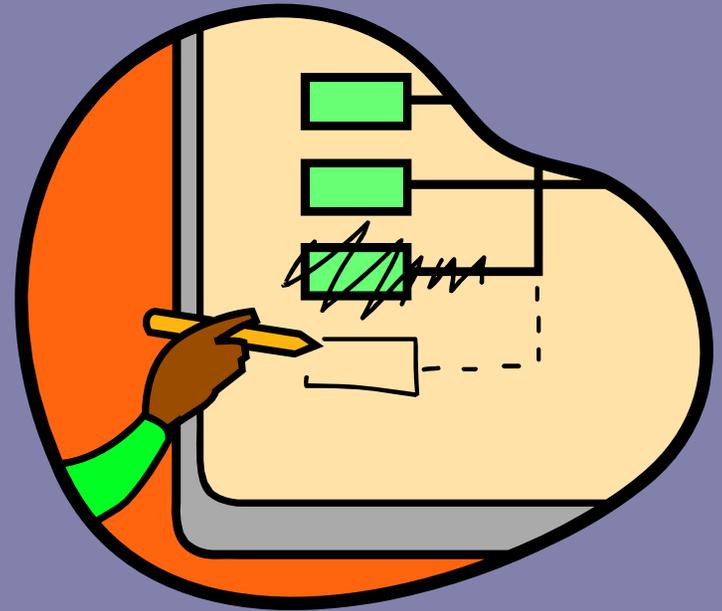


Mc Tighe, J., & Wiggins, G. (2005)  
*Understanding by Design* (2nd ed.).  
Alexandria, VA: ASCD. (Original work  
published 2001)

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# Transfer—What is it?

The ability to use of knowledge and skills in a different context, setting, or situation from how it was originally learned with few to no cues or supports.



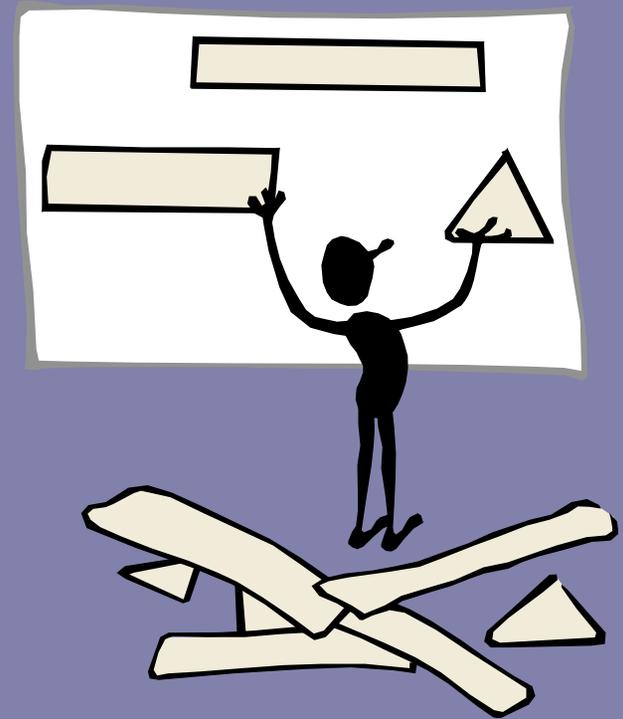
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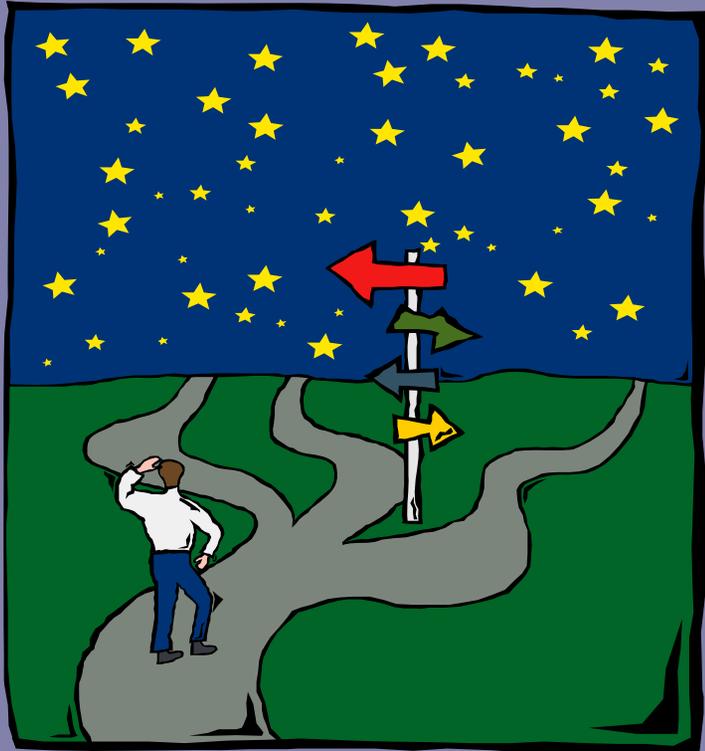
To assess for transfer, add complexities or variations from how it was originally taught.

This requires critical thinking...perhaps using authentic materials as you would in real life, rather than rote, fill in, memorized responses that do not show true performance.

They made a menu of favorite items during the unit. Now change it up: You are a new restaurant owner that specializes in group catering. Using nutritional guidelines, make an culturally appropriate menu for someone that couldn't eat pork, or dairy, low fat, or was a vegetarian? Explain your options in a presentation for a food magazine critic.



# Without Transfer



Without transfer tasks, the learner will not be able to develop the flexibility required when faced with unexpected situations they will encounter in the target culture.

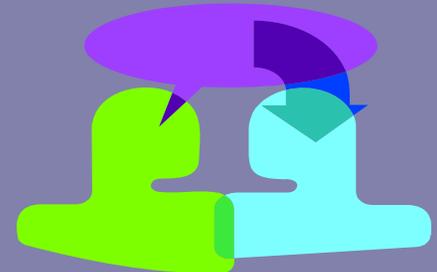
# Consider what happens when we communicate:

- Interactions are non-scripted.
- Information has gaps.
- Materials are not filtered, arranged cleanly or adapted.
- People always must sift through anything they hear or see to get precisely what they need to solve a problem or create a product of any use.



# Turnarounds for Transfer

- Theme: Travel
- Objective: To know the tourist sites in \_\_\_.
- Task: Matching column to test locations of tourist sites



Turnaround:

- Where people choose to travel depends a lot on their interests and needs.

# Interpretive Task

## Travel

Using the different travel brochures and websites from various towns and cities in \_\_\_\_\_, categorize on your chart which towns or cities are the best places to visit for the following:

Music

Historic Sites

Easy transportation

Special Events

Places great for families

Shopping

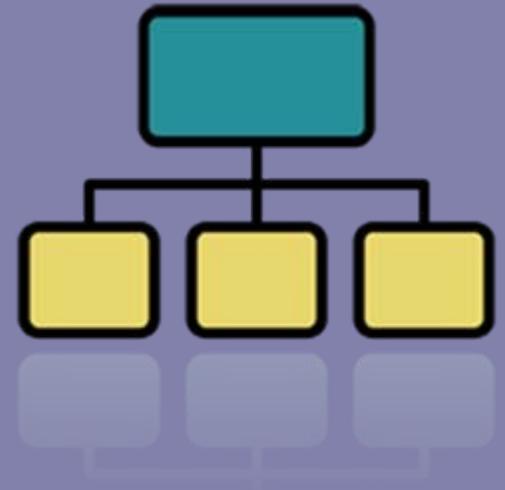
Low cost or free places to go

Art or local crafts



# Interpersonal Task Travel

- Using the chart, tell your partner the towns or cities you would like or not like to visit, based on the information from the categories.



# Presentation Task

## Turnaround for Transfer

- You are a travel agent specializing in travel to \_\_\_\_\_. Your clients are all different. Create an itinerary suited for each group, keeping in mind the possible interests and needs of the client.
- 1. A family of 5 with young children.
- 2. A person who is a history buff.
- 3. Three students with a limited budget.
- 4. Grandparents who love small towns, local crafts, and music.





# Communication

- *Goal 1: Communication*
  - Standard 1.1- Interpersonal Communication: Students engage in conversation, provide and obtain information, express feeling and emotion, and exchange opinions.
  - Standard 1.2 – Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics.
  - Standard 1.3 – Presentational Communication: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

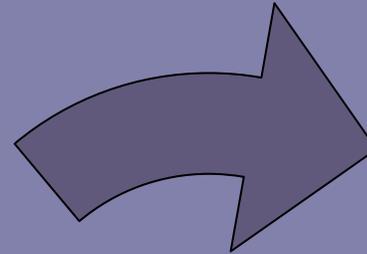
# The Integrated Performance Assessment

## Interpretive Mode Tasks

React to info, infer

Presentational mode

Interpretive mode

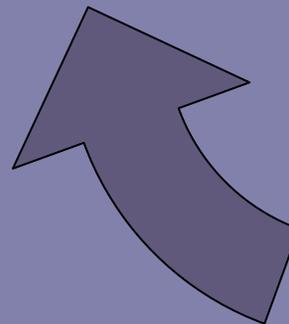


## Interpersonal Mode Tasks

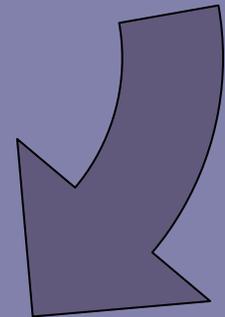
Acquire new info, negotiate

## Presentational Mode Tasks

Create a product, recreate text



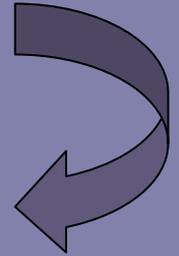
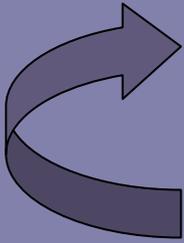
Interpersonal mode



# Integrated Performance Assessment

## 1. Interpretive Communication Phase

Students read a brochure advertising a year-round camp for students and list the activities. They listen to a weather forecast from that region.

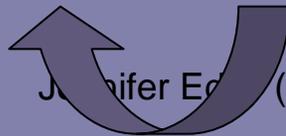


## 3. Presentational Communicative Phase

Each student designs a presentation about his or her ideal camp setting. They prepare an ad campaign for their camp using print and audio.

## 2. Interpersonal Communication Phase

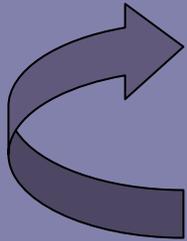
Students have a conversation about the camp. They discuss what they like and don't like and comment on how often they will do certain things. They also discuss the weather that they are likely to encounter.



# Integrated Performance Assessment

## 1. Interpretive Communication Phase

Students read a brochure advertising a year-round camp for students. They may also listen to a weather forecast from that region.



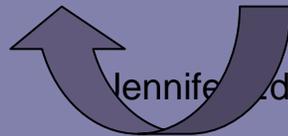
## 2. Interpersonal Communication Phase

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## 3. Presentational Communicative Phase

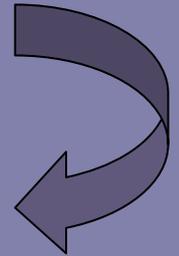
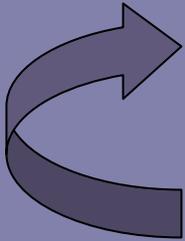
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# Integrated Performance Assessment

## 1. Interpretive Communication Phase

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## 3. Presentational Communicative Phase

Each student designs a presentation about his or her ideal camp setting.

They prepare an ad campaign for their camp using print and audio.

## 2. Interpersonal Communication Phase

Students have a conversation about the camp. They discuss what they like and don't like and comment on how often they will do certain things. They also discuss the weather that they are likely to encounter.

# Interpretive Mode



- Comprehension of words, concepts, ideas, meaning of entire piece
- One way-> between person and the piece
- Learners are exposed to a wide variety of culturally authentic materials such as texts, films, works of art, songs, poems, advertisements, music videos



**Translation is NOT an interpretive mode task.**

# Sample Interpretive tasks

- listen with visuals
- fill in graphs, charts, forms, graphic organizers, venn diagrams
- follow a route on a map
- check-off items in a list
- draw what is described
- put sentences in correct order



- listen for the gist—identify main idea
- guess meaning from context
- identify/categorize/classify thematic vocabulary
- identify/categorize/classify authentic material
- create questions from info in the piece



- identify specific information found in the piece
- compose a title or headline
- paraphrase in native language/target language
- brainstorm and categorize synonyms

# Interpersonal Mode



- Interpersonal mode tasks are two-way, spontaneous exchanges that involve negotiation of meaning between people.
- These tasks are unrehearsed, unrefined, non-scripted.
- Based on information acquired in the interpretive mode.

**Memorized material such as a skit is NOT an interpersonal mode task.**

# Sample Interpersonal Tasks



- Making a purchase
- Meeting and Greeting
- Ordering in a restaurant
- Asking directions
- Face to face or telephone conversations
- Talking about friends and family
- Discussing events of the day
- Making plans
- Negotiating who does what, gets what, with who, how, and where

# Presentational Tasks



Presentational mode tasks allow learners time to rehearse, revise, rewrite, consult sources, or otherwise prepare ahead of time.

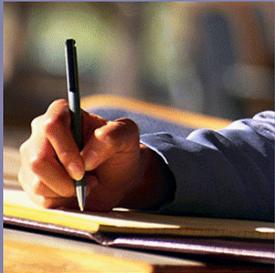
These tasks require learners to use the language for a real world purpose other than display for the teacher or classroom.



Presentational mode tasks allow learners to use language in new and different contexts.

Jennifer Eddy (2010)

# Sample Presentational tasks



- Brochure or Itinerary
- Letter
- Web pages (Facebook/myspace page)
- Video or Podcasts
- Advertisement
- Agenda, Schedule or Plan of the day, week
- New beginning or ending of story, song
- Demonstration
- TV or Radio spot
- Design a survey and present findings
- Public Service Announcement or Infomercial
- Essays, Plays
- Poem, Song, Rap
- Photostory, Voicethread



# What's the Mode?

Talking about what to do on the weekend.

Interpersonal

Watching a travel video and jot down places of interest.

Interpretive

Prepare a poster about your favorite sport.

Presentational

Create a graphic organizer for new vocabulary.

Interpretive

Create a skit where you buy something in the market

Presentational

# ChatterBlog



Jennifer Eddy (2010)

# Resource Room



- ✓ Three Communicative Modes
  - ✓ Online Curriculum Guide
  - ✓ Websites for good examples
  - ✓ Review and Reflection

# Next Steps



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