Developing and Assessing the Three Modes of Communication

Workshop Description:

Together we will explore the tools and practices that support and develop language proficiency, regardless of the levels or languages you teach. This workshop will focus on the development of multiliteracy over time. We will begin by developing a shared understanding of what language proficiency is across levels and how to support students' progress towards proficiency goals. Participants will develop a toolbox of strategies to design purposeful units, build a classroom climate that supports language proficiency growth, and identify day-to-day learning activities for the classroom that support language goals. Finally, we will explore assessment of language skills in each mode of communication as well as tools for assessing student learning and for involving students in the assessment process.

Learning Objectives:

Upon completion of this workshop:

- I can list key differences between performance and proficiency as they relate to language use and assessment.

- I can give examples of what students can do with language in authentic contexts across proficiency levels and modes of communication.

- I can identify and apply the principles of backward design.

- I can explain what an authentic resource is (and is not).

- I can establish a classroom climate that supports target language use by all students and teachers.

- I can use models to develop activities and strategies that lead with culture to develop and assess language proficiency in each mode of communication.

- I can locate and effectively use Can-Do Statements to set learning targets and assess target language use in each mode of communication.

- I can use rubrics to provide all students with feedback and opportunities to self-assess for ongoing proficiency growth.

Workshop Overview:

1. Our Common Goal

2. Performance & Proficiency
   a. Proficiency Levels
   b. Modes of Communication

3. Backward Design
   a. Identify Desired Results
   b. Determine Acceptable Evidence
   c. Plan Learning Experiences

4. Interconnected Learning Experiences in Each Mode
   a. Interpretive Mode
   b. Interpersonal Mode based on Interpretive
   c. Moving from Interpersonal to Presentational Mode

5. Strategies for Learner Success

Workshop Agenda (7.5 hours):

Section and Time	Focus Question and Content
Focus Our Learning 5 min.	**Welcome!** We will review the day's agenda and establish meeting norms.
Section 1 Our Common Goal 10 min.	**Focus Question:** What is our main goal? Why do we care about developing language proficiency? We will examine the importance of a multilingual nation and functional proficiency targets.
Section 2 Performance & Proficiency 10 min.	**Focus Question:** What exactly do we mean by "proficiency", and how does it relate to what our students do in our classroom? We will identify the difference between performance and proficiency and the importance of developing learning experiences aimed at proficiency development.
Section 2a Proficiency Levels **20 min.**	**Focus Question:** How do the NCSSFL-ACTFL Can-Do statements help us and our students understand what they can and can't do with language? We will explore the NCSSFL-ACTFL Can-Do Statements as a tool for proficiency level goal setting and Pause to Process our learning together.
Section 2b Modes of Communication	**Focus Question:** What distinguishes the three modes of communication?

20 min.	We will look at each mode of communication (Interpretive, Interpersonal, and Presentational) and practice identifying their defining characteristics.
Section 2b Modes of Communication 10 min.	Focus Question: What can learners do with language across the major ranges of proficiency in each mode of communication? We will breakdown how we evaluate performance through function, content and context, text type, and comprehensibility.
15 min.	**BREAK**
Section 3a Backward Design: Identify Desired Results 45 min.	Focus Question: How can we use the principles of backward design to effectively plan for performance towards proficiency? We will examine backward design, focusing on Step 1 to identify what we want our learners to be able to do.
Section 3b Backward Design: Determine Acceptable Evidence 45 min.	Focus Question: How can we design assessments that effectively evaluate student mastery of the learning goals we have established for the unit? We will focus on Step 2 of backward design, where we will examine the criteria for a unit performance assessment, use of authentic resources, and using rubrics to measure performance in all three modes. We will Pause & Reflect on our current use of rubrics in the classroom.
Section 3c Backward Design:	Focus Question: How do we design learning activities that allow

Plan Learning Experiences 25 min.	students to meet our (and their) language learning goals? We will focus on Step 3 of backward design, strategies to support target language use in the classroom, and creating tasks appropriate for learners' proficiency levels using unaltered authentic resources.
60 min.	**LUNCH BREAK**
Section 4 Interconnected Learning Experiences in Each Mode	Focus Question: How can we design authentic learning experiences that develop proficiency in each mode of communication?
Section 4a Interpretive Mode 45 min.	We will explore strategies and resources for and examples of practicing and assessing the Interpretive Mode. We will Pause to Process our learning together by sharing interpretive resources and ideas for before, during, and after reading activities.
Section 4b Interpersonal Mode based on Interpretive 40 min.	We will explore strategies and resources for and examples of practicing and assessing the Interpersonal Mode based on Interpretive tasks. We will Pause & Reflect on how Interpretive Mode practice can support Interpersonal success.
Section 4c Moving from Interpersonal to Presentational Mode	We will explore strategies and resources for and examples of practicing and assessing the Presentational Mode based on Interpretive and

35 min.	Interpersonal tasks. We will Pause & Reflect on the interconnectedness of activities in each mode of communication.
15 min.	BREAK
Section 5: Strategies for Learner Success 25 min.	Focus Question: How can we support learner success in assessment? We will explore examples for applying six assessment strategies for learner success in our classrooms.
Consolidate Our Learning 15 min.	Focus Question: What have we learned today and how will we apply it in our classrooms? We will complete a reflection activity together to synthesize our learning and share critical takeaways and next steps.
10 min.	Q&A Time