Course team meeting 17 October 2012:

*Ideas for common formative assessment*: We have discussed ways in which we can assess all our students in ways that can reach different types of learners and in ways that cover 4 forms of communication: listening comprehension, reading comprehension, speaking and writing.

We have decided to commonly assess our students on “the classroom,” specifically, things you might find in the classroom, in each of our languages (Chinese, Hebrew and Italian). This is consistent with the first year of our languages.

These are the stages in which we plan to assess the students.

Day 1: Entrance/Exit Slip:

Students will observe pictures on a PowerPoint presentation and identify the vocabulary through multiple choice questions (about 3-5 questions).

Day 2: Listening:

Students will listen to brief passages in the target language. While they are listening, they will see a series of pictures or illustrations and will have to select the picture that best represents the content of the passage (about 3-5 total passages).

Day 3: Speaking:

Students will be asked to describe what they see in an illustration of a classroom. Students will be asked to identify at least 5 objects or people and, depending on their language ability, use appropriate grammar.

Day 4: Reading Comprehension:

Students will read a description of a classroom and will answer 3-5 multiple choice questions based on that reading.

Day 5: Writing:

Students will write a description of an illustration of a classroom or identify the objects they see in the picture. Depending on their language ability, they may be expected to write complete sentence answers, or simply write the correct vocabulary.

Follow-Up:

After observing the data of the above formative assessments, we will discuss our results, the success (or lack of) in implementing this five-day approach, and make any changes to improve its effectiveness.