***Course Team Meeting 14 November 2012:***

Proofread and revised Course Descriptions for our different sections. We each have several. Compared them to learning targets.

***Course Team Meeting 7 November 2012:***

Created draft of Listening Comprehension sample.

Discussed sample Conversation assessments (speaking).

Discussed Writing and Reading Samples (where to find them, how to create them, what to assess).

***Course Team Meeting 24 October 2012:***

Created a sample “entrance/exit slip” to be used in our week-long set of assessments.

Researched ways to create a Listening Comprehension assessment, and agreed upon a compromise of techniques (pictures, multiple choice, scripts)…

***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.

*Wednesday, September 12, 2012 – Course Team Meeting:*

*Continued discussion of the implementation of the common speaking assessment.*

*Discussed possible speaking scenarios appropriate for Level 1. The focus will be on the classroom.*

*Began discussions on a common rubric to assess the conversation. Possible assessment categories may include Vocabulary, Accuracy, Fluency, Pronunciation, Grammar, Relevancy…*

*For our next meeting, team members will bring 2 or 3 more scenarios for discussion. In addition we will bring  at least one possible rubric to be used. We will look at the different rubrics and begin to create our own that we will use as a course team.*

*Lastly, team members will continue to create and/or edit Learning Targets for our target languages.*

*-------------------------------------------------------------------------------------------------------------------------------*

*Wednesday, September 5, 2012:*

*Multi Language Course Team: Chinese, Hebrew, Italian*

*Attendees: Weifang Wang, Hanna Pashtan, Frank Chiechi*

*The Multi-Language Course Team:*

* *will focus on the improvement of students' speaking skills and increasing the student's comfort level in speaking the target language as the goal for the year*
* *agreed to conduct a common assessment during Quarter 2 for level 1*
* *agreed that this assessment will ask to speak about "school" and "the classroom"*
* *will use last year's common assessments as a guide (the classroom)*
* *will create a common rubric for this assessment during upcoming meetings*
* *will review old learning targets, modifying them accordingly*

*For the next meeting, the course team will:*

* *prepare and share possible conversation scenarios and questions related to the common assessment*
* *bring possible rubrics and/or self assessments for discussion and collaboration*

**Course Team meeting 2/6/13 –**

Creating a common assessment in Chinese, Hebrew and Italian on NUMBERS:

**Common Assessment on Numbers:**

* Counting from 0-100+
* Basic math problems (+, -, x, ÷, =)
* Stating basic personal information (age, phone numbers, address)
* Answer the question “how many…?”
* Answer the question “for how long…?”

**Format:**

Listening Comprehension – listening to a dialog where people are discussing

Reading Comprehension – reading an article or a schedule

Speaking – short scenario where students have to indicate, maybe an interview,

Writing – filling out a form, short answer questions, short essay (25 words or so),