



PERFORMANCE & FEEDBACK

FURTHER READING

Effective language learning experiences are facilitated by the use of assessment strategies designed to allow students to demonstrate what they can do with what they know and receive the necessary feedback in order to move toward the attainment of intentionally planned lesson, unit, and course performance objectives. The PERFORMANCE & FEEDBACK domain is one of the seven domains of the *Teacher Effectiveness for Language Learning Framework* that identifies the characteristics and behaviors exhibited by a model world language teacher. Dig deeper by reviewing the research, scholarly writings and other online resources that support the criteria identified in this domain.

PF1 My students demonstrate growth through performances that are reflective of their learning experiences.

The Keys to Assessing Language Performance



Sandrock, P. (2010). *The keys to assessing language performance: a teacher's manual for measuring student progress*. ISBN 0970579837

*Why is Assessment Important?



<http://www.edutopia.org/assessment-guide-importance>

*STARTALK: Assessment for Language Instructors: The Basics—Center for Applied Linguistics (CAL)



<http://startalk.umd.edu/teacher-development/workshops/2009/GVA>

PF2 I employ a variety of feedback strategies designed to assist the learner in growing toward the target.

How to Give Effective Feedback to Your Students



Brookhart, Susan M. *How to give effective feedback to your students*. Alexandria, Va.: Association for Supervision and Curriculum Development, 2008. ISBN 1416611417

*Seven Keys to Effective Feedback



<http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx>

*Feedback: How to Give Feedback to Students the Right Way



http://www.youtube.com/watch?v=TnLNi2fXi_M

PF3 I provide my students with opportunities to set and monitor their own goals for language performance and cultural competence that are consistent with or exceed course proficiency targets.

Languages and Children: Making the Match 4th ed. Assessment: pp. 209-10



Curtain, H. A., & Dahlberg, C. A. (2010). *Languages and children: making the match new languages for young learners, grades K-8 (4th ed.)*. ISBN: 0205535488

Student Self-Assessment in the Foreign Language Classroom: The place of authentic assessment instruments in the Spanish language classroom



Geeslin, K. (2003). *Hispania*, 86(4), 857-868.

Auto-Evaluation: Self-Assessment in the FSL Classroom



Klein, L. (2007). *Canadian Modern Language Review*, 64(1), 181-199.

* Denotes resources that are excerpts from the STELLA Modules: <https://startalk.umd.edu/STELLA/>



PF4 I routinely use internal and external assessment data to modify learning experiences.

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<http://startalk.umd.edu/teacher-development/workshops/2009/GVA>

PF5 My grading system reflects multiple measures and an emphasis on language performance.

Classroom Assessment & Grading That Work



Marzano, R. J. (2006). *Classroom assessment & grading that work.*

ISBN: 1416604227

*Seven Practices for Effective Learning



<http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Seven-Practices-for-Effective-Learning.aspx>

Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning



Reeves, D. B. (2007). *Ahead of the curve: the power of assessment to transform teaching and learning*

ISBN: 1934009062