



PERFORMANCE & FEEDBACK

How do my students and I use performance and feedback to advance student learning?

Effective language learning experiences are facilitated by the use of assessment strategies that allow students to demonstrate what they can do with what they know and to receive helpful feedback that advances the attainment of the 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.

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

- My students demonstrate growth relative to the performance objectives.
- My students demonstrate growth relative to the targeted proficiency level.
- My students demonstrate growth across the modes of communication.
- I provide choice to my students in demonstrating their growth toward and beyond the targets.
- I vary assessment strategies to account for individual student needs.

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

- I provide my students with frequent descriptive feedback.
- I provide feedback that is close in time to demonstrated performance.
- I provide feedback that is supported by evidence from the student performance.
- I provide my students with opportunities to compare their current performance to previous performances.
- My students and I use rubrics as ways to define quality and to provide feedback.

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.

- My students engage in self-assessment and peer review to monitor progress toward the targeted performance objectives and their own language and culture goals.
- My students provide descriptive feedback to each other in a variety of ways.
- My students use feedback from self-assessment and peer review to improve future performance.
- My students determine their next steps toward improvement of performance.

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

- I analyze evidence of student performance in an ongoing manner.
- My students and I modify learning strategies to meet or exceed the performance targets.
- I share assessment results with a variety of audiences to support and improve student learning.

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

- My students' final grades are a reflection of their language ability relative to performance objectives and the proficiency target.
- My grading system weighs performance more heavily than language knowledge.

