PERFORMANCE & FEEDBACK
SELF-ASSESSMENT

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. How do you and your students use performance and feedback to advance student learning? During this self-assessment, be sure to use evidence to support your reflections. Once you have completed the self-assessment, review the outcomes with a critical friend, mentor, or supervisor. An open and honest conversation about your performance vs. ratings helps to clarify rationale for levels selected and will help you to set realistic goals.

Reflect on your current performance level of the TELL indicators below.

N = I do not do this.   **S** = I sometimes do this.   **M** = I do this most of the time.   **C** = I do this with confidence.

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

a. My students demonstrate growth relative to the performance objectives.	○ N	○ S	○ M	○ C	○ My Goal
b. My students demonstrate growth relative to the targeted proficiency level.	○ N	○ S	○ M	○ C	○ My Goal
c. My students demonstrate growth across the modes.	○ N	○ S	○ M	○ C	○ My Goal
d. My students are provided choice in demonstrating their growth toward and beyond targets.	○ N	○ S	○ M	○ C	○ My Goal
e. I vary assessment strategies to account for individual student needs, as prescribed.	○ N	○ S	○ M	○ C	○ My Goal

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

a. I provide my students frequent descriptive feedback.	○ N	○ S	○ M	○ C	○ My Goal
b. I provide feedback that is close in time to demonstrated performance.	○ N	○ S	○ M	○ C	○ My Goal
c. I provide feedback that is supported by evidence from the student performance.	○ N	○ S	○ M	○ C	○ My Goal
d. I provide students with opportunities to compare their current performance to previous performances.	○ N	○ S	○ M	○ C	○ My Goal
e. My students and I use rubrics as ways to define quality and to provide feedback.	○ N	○ S	○ M	○ C	○ My Goal

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

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

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

a. I analyze evidence of student performance in an ongoing manner.	○ N	○ S	○ M	○ C	○ My Goal
b. My students and I modify learning strategies to meet or exceed the performance targets.	○ N	○ S	○ M	○ C	○ My Goal
c. I share assessment results with a variety of audiences to support and improve student learning.	○ N	○ S	○ M	○ C	○ My Goal

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

a. My students' final grades are a reflection of their language ability relative to performance objectives and the proficiency target.	○ N	○ S	○ M	○ C	○ My Goal
b. My grading system weighs performance more heavily than language knowledge.	○ N	○ S	○ M	○ C	○ My Goal