

Designing and Implementing Contextualized Performance Assessment Tasks

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Outline

- Why we contextualize learning
 - Learning Cycle
 - Brain structure
 - Memory model
 - Language learning process
- How we contextualize learning
 - From input to output
 - Relevant to learners
 - Performance tasks in the context of camp
 - Performance tasks in the real-world context



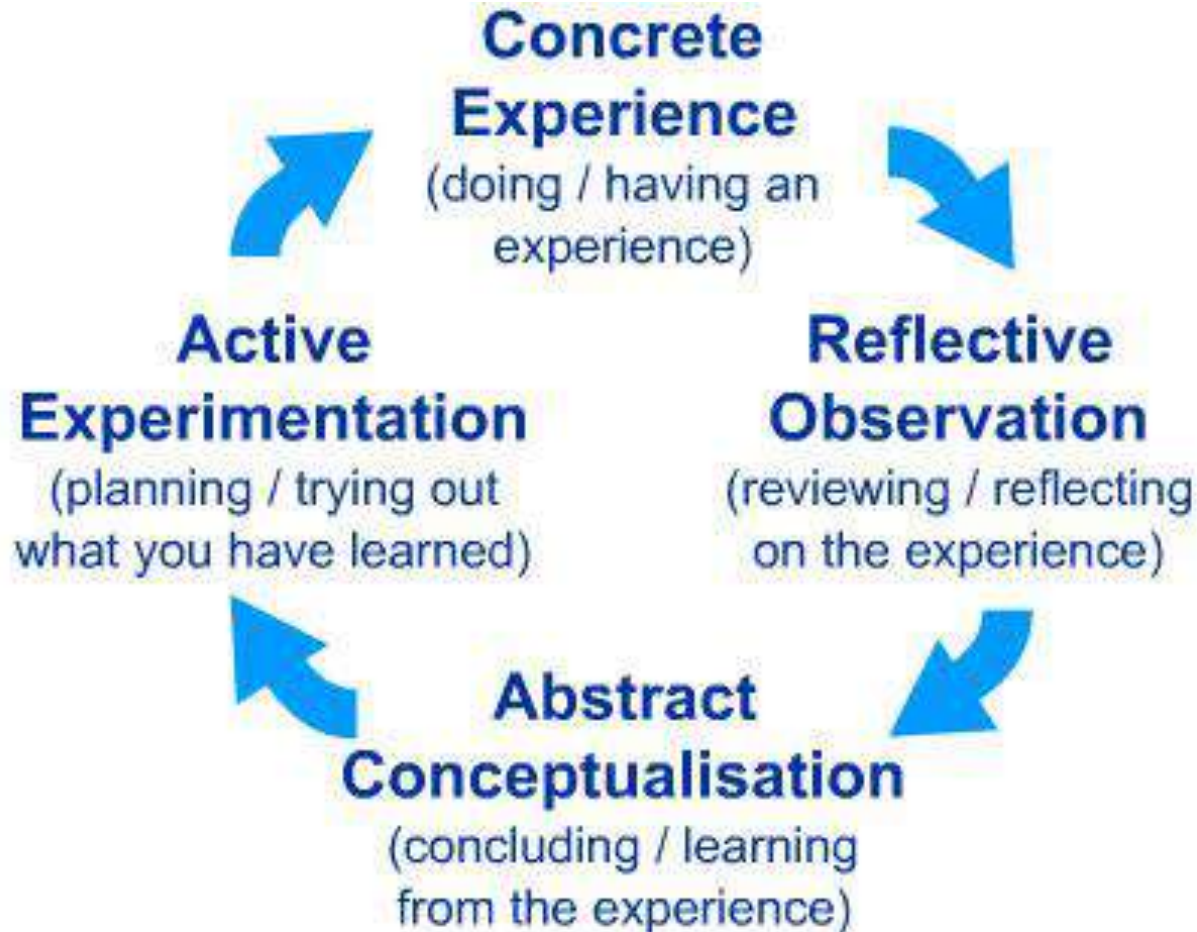
SESSION OUTCOMES

I can better understand the role of context in language development from input to output

I can apply discussed strategies to design contextualized performance assessment tasks to facilitate language learning and transferal

I can design contextualized tasks to facilitate learners' performance in different communication modes

David Kolb's Learning Cycle



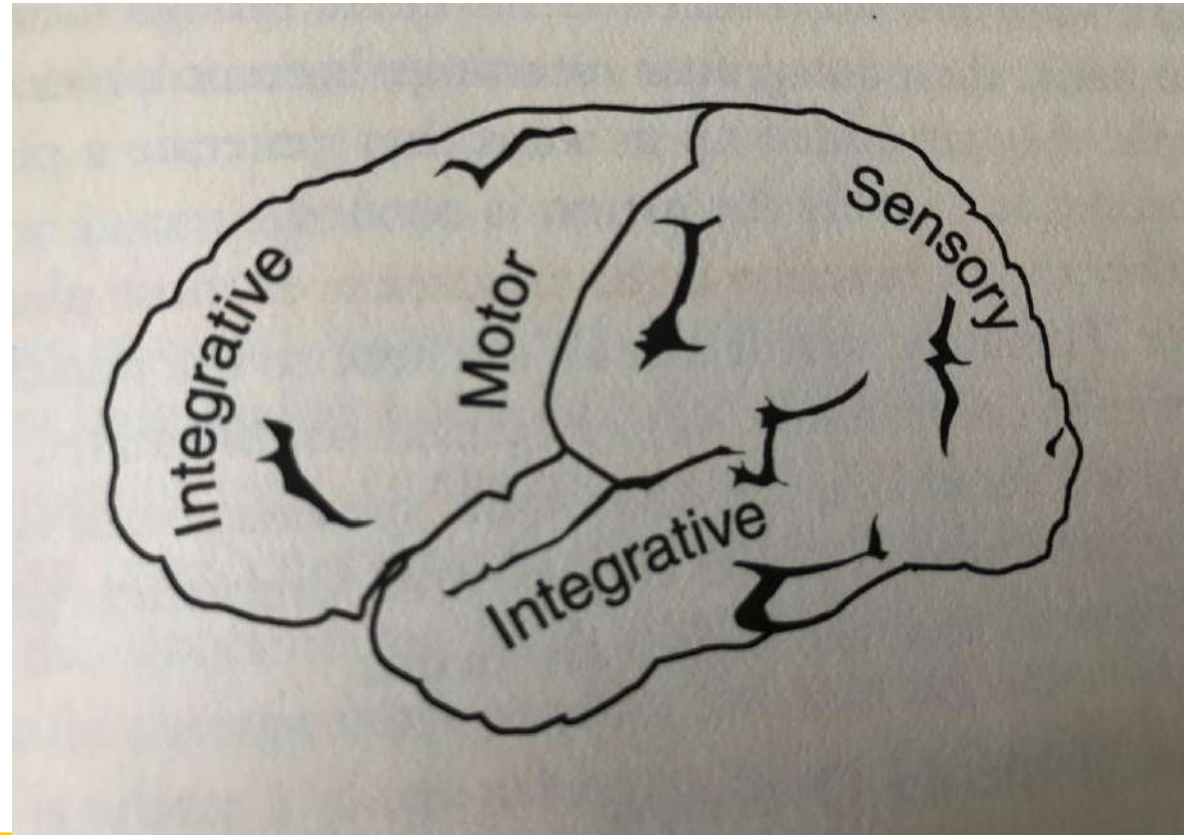
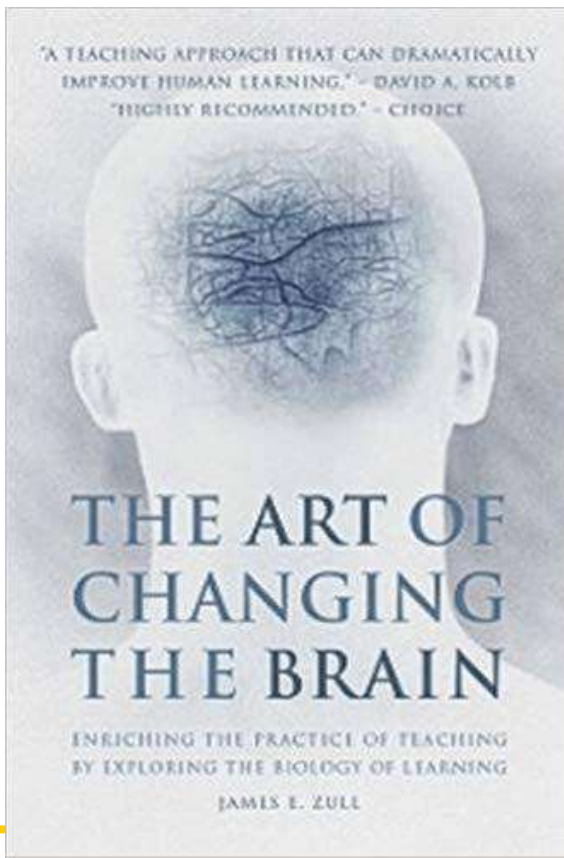
Start Talking!

Functions of the Cerebral Cortex

Sense

Integrate

Act





Sense

- Signals from outside world picked up by sense organs and sent to special regions of brain for each of the senses
- Just little individual pulses of electrical energy, carrying no meaning in raw form

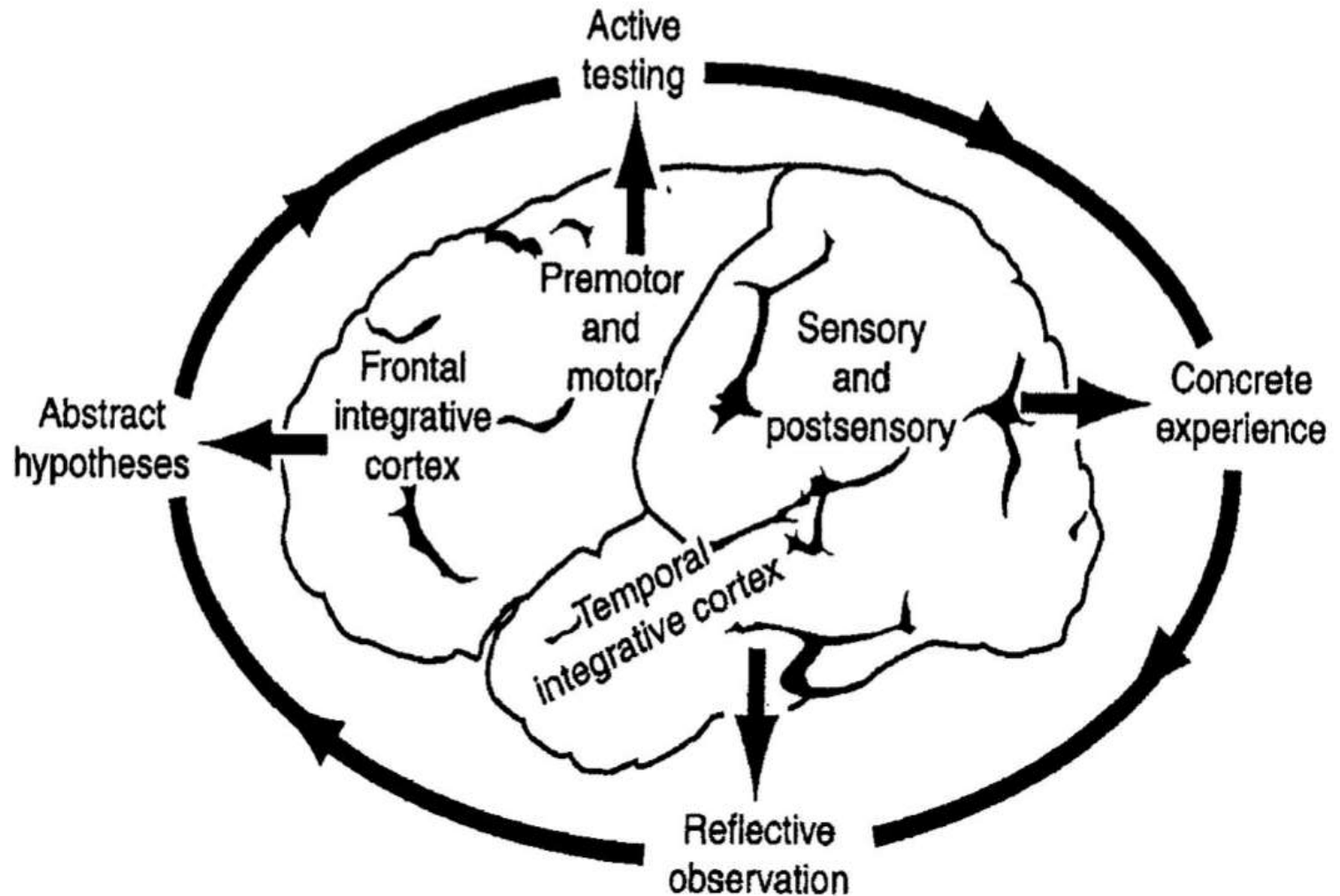
Integrate

- Individual signals get added up and recognized in the sum of all these signals
- Small bits merge into bigger patterns that are meaningful
- Meanings are integrated in new ways that become ideas, thoughts, and plans

Act

- Execution of those plans and ideas by the body

The Experiential Learning Cycle and Regions of the Cerebral Cortex (Zull, 2002)

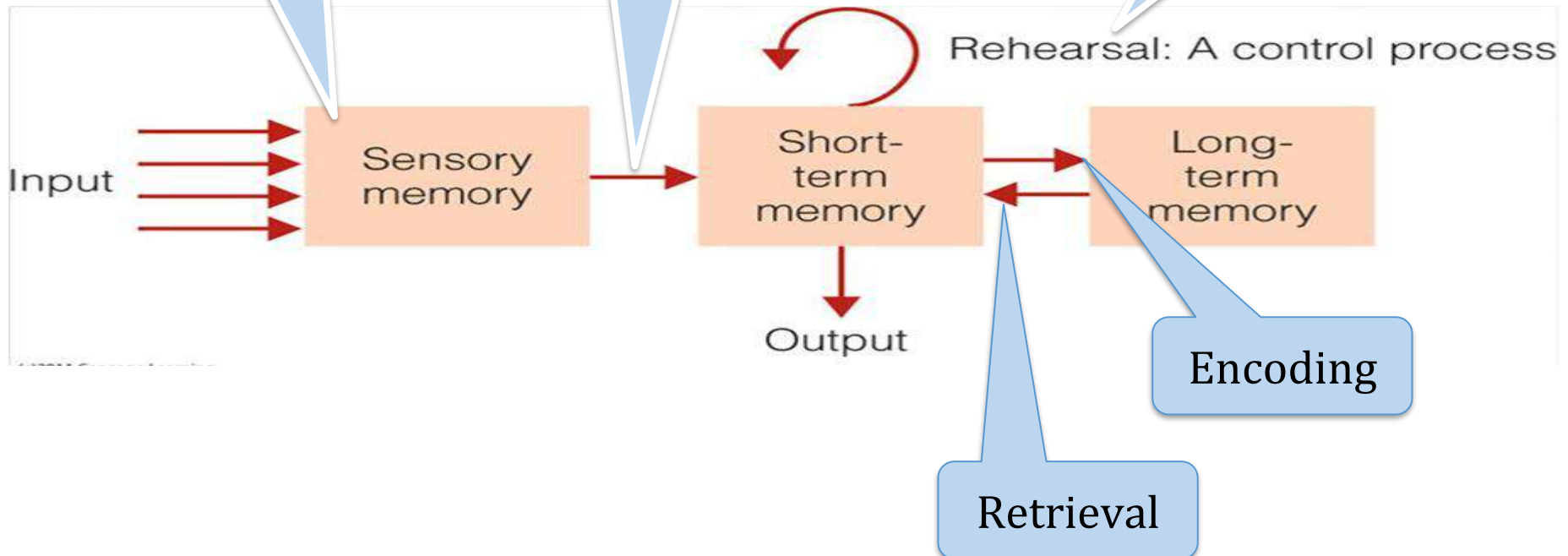


Memory Model

Touch store
Hearing store
Vision store

Attention
(1) Bottom-up
(2) Top-down

(1) Mediation
(2) Mnemonics

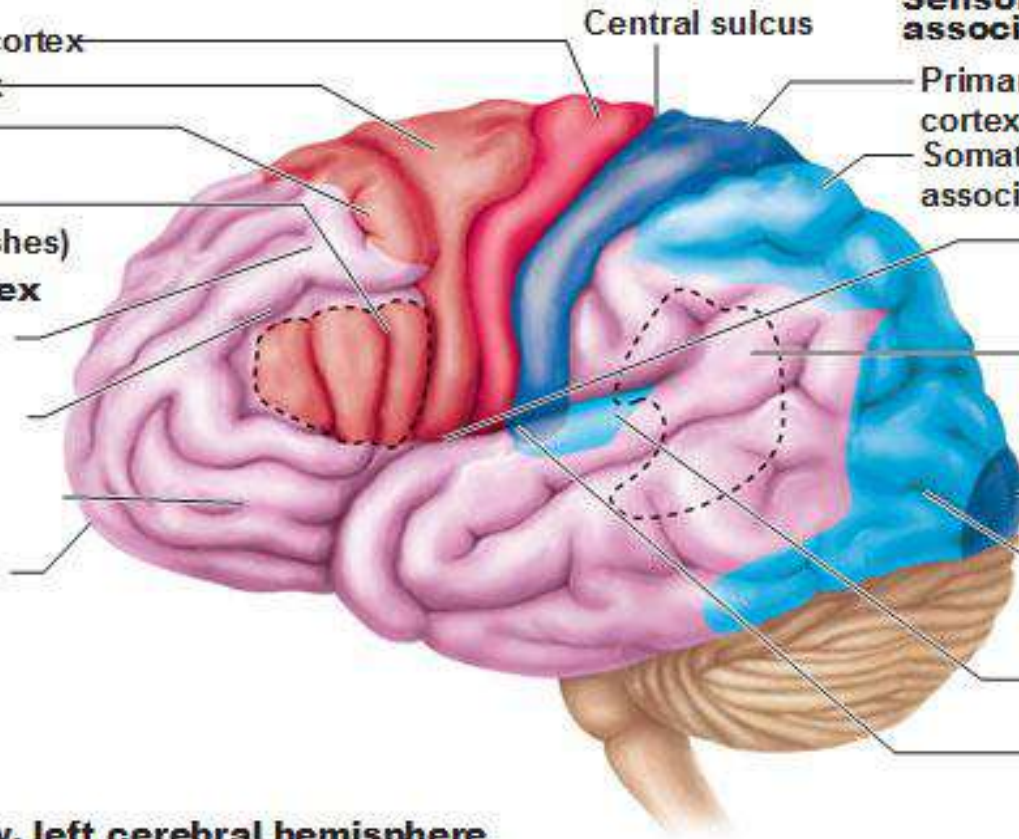


Functional Areas of the Cerebral Cortex

Motor areas

Primary motor cortex
 Premotor cortex
 Frontal eye field
 Broca's area
 (outlined by dashes)

Prefrontal cortex



Sensory areas and related association areas

Primary somatosensory cortex
 Somatosensory association cortex
 Gustatory cortex
 (in insula on roof of lateral sulcus)
 Wernicke's area
 (outlined by dashes)
 Primary visual cortex
 Visual association area
 Auditory association area
 Primary auditory cortex

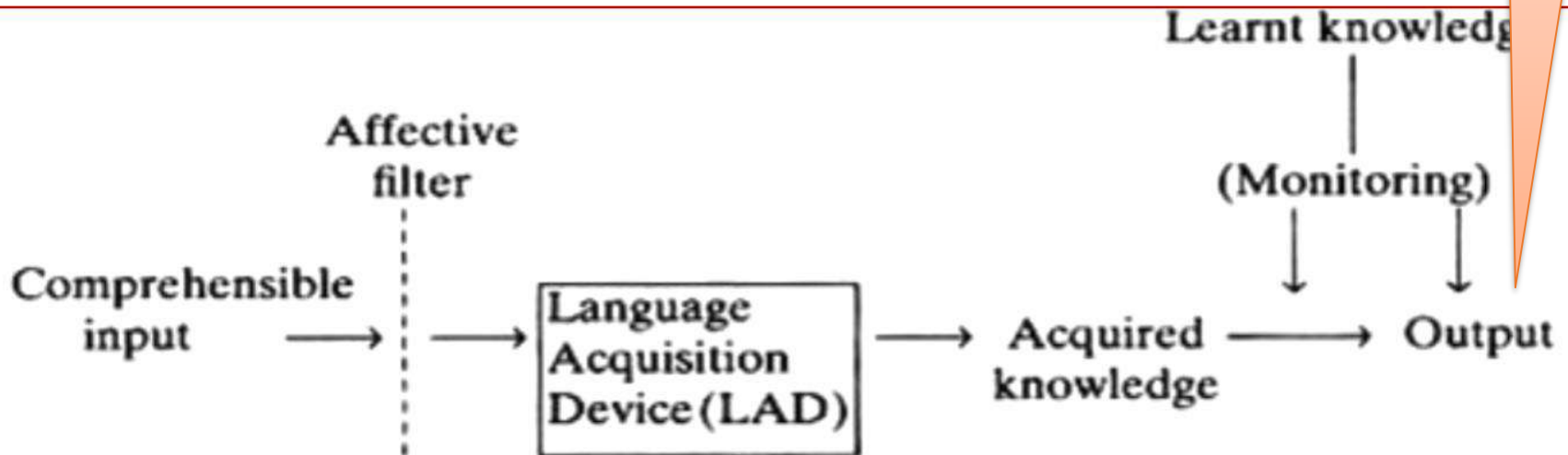
Somatic sensation
 Taste
 Vision
 Hearing

(a) Lateral view, left cerebral hemisphere

- | | |
|--|--|
| Primary motor cortex | Motor association cortex |
| Primary sensory cortex | Sensory association cortex |
| Multimodal association cortex | |

Why Contextualize Language Learning

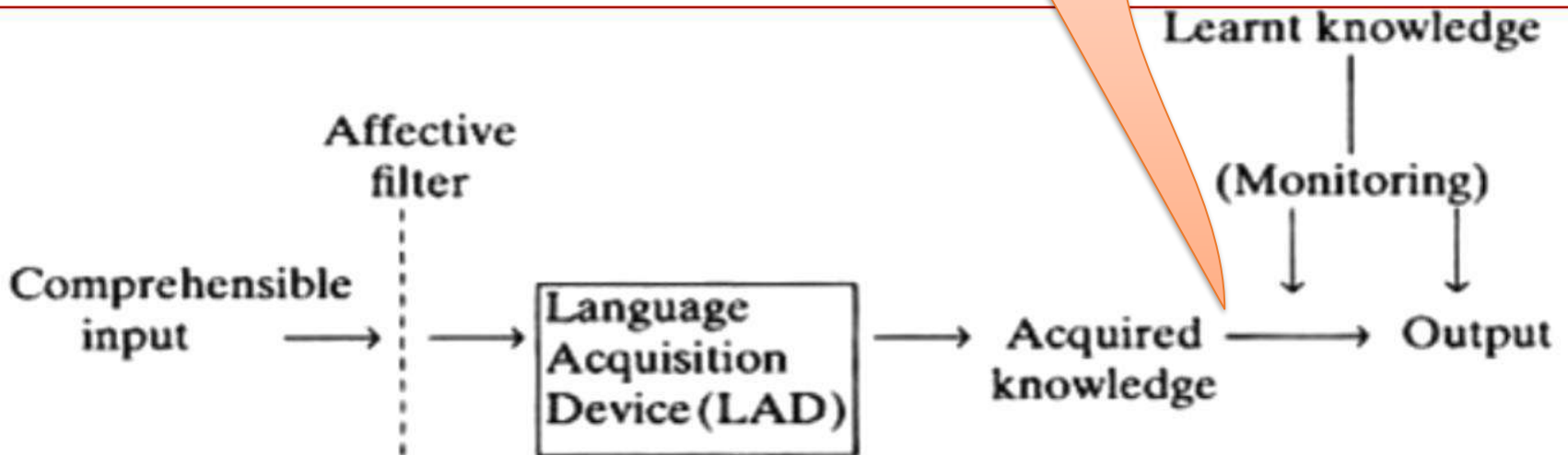
- Language use happens in real-world situations
- All the linguistic and social knowledge required for effective human-to-human interactions: knowing how, when, and why to say what to whom



The Input Hypothesis Model of L2 learning and production (adapted from Krashen, 1982, pp. 16 and 32; and Gregg, 1984)

Why Contextualize Language Learning

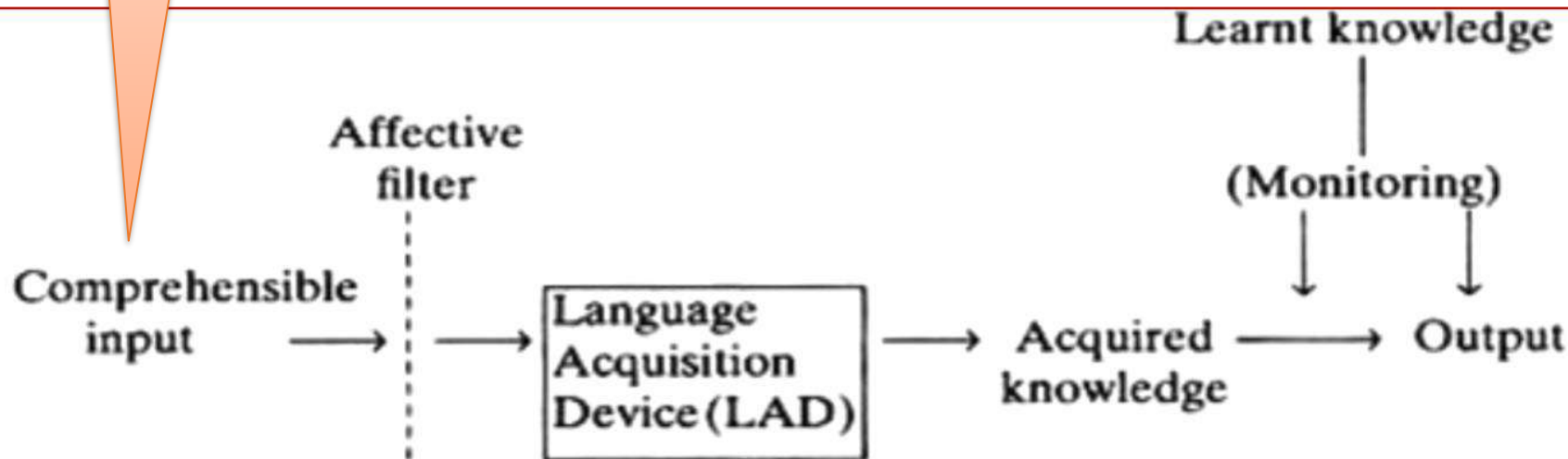
The mind is organized around experiences. We remember our experiences and we index our remembered experiences so that we can find them later → include as many as possible situations to simulate what will happen in real life later on



The Input Hypothesis Model of L2 learning and production (adapted from Krashen, 1982, pp. 16 and 32; and Gregg, 1984)

Why Contextualize Language Learning

We acquire language only when we understand messages;
Comprehensible input is what learners process for meaning;
Comprehensible input is slightly above the learners' current level
($i+1$)



The Input Hypothesis Model of L2 learning and production (adapted from Krashen, 1982, pp. 16 and 32; and Gregg, 1984)

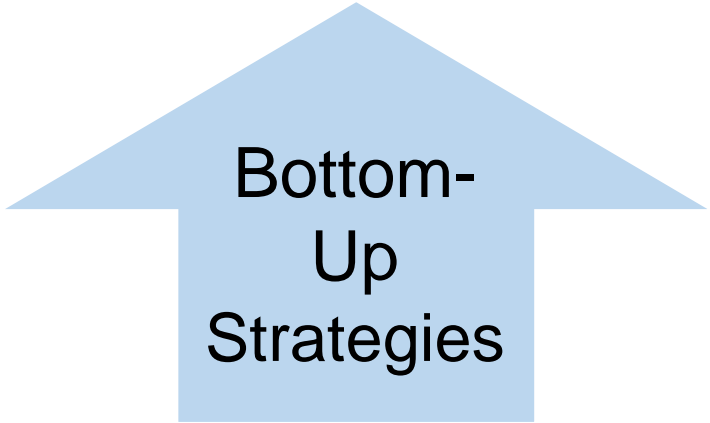

Contextualize Comprehensible Input to Reinforce Sensory and Attention



Top
Down
Strategies

Activate

- linguistic prior knowledge
- extra-linguistic prior knowledge

- 
- 
- Various and/or combined modalities
 - Hearing: sound
 - Vision: scripts, pictures (culturally rich authentic pictures)
 - Body movement

Bottom-
Up
Strategies

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Performing Real-world Tasks

Contextualized Performance
Assessment Tasks in Level 1
“Life as an Exchange Students”



Can-Do Statement for the Topic “Food & Drink”

Interpersonal:

- I can ask and talk about likes and dislikes in food and drink.

Interpretive:

- I can sometimes understand questions or statements on topics about food and drink.
- I can read and understand simple texts related to food and drink.

Presentational Speaking:

- I can present information about likes and dislikes in food and drink.

Comprehensible Input: Digital Storytelling about Taylor Swift and Wang Yuan



Dining in School Cafeteria



Order food from the dining staff

Chat about what they ordered and comment on the food

While waiting in line, students chat about the menu today and what they want to order



Dining Out



你想吃什么



Eating Across Culture



		星期一	星期二	星期三	星期四	星期五
营养食谱	午餐					
	午点					
	水果					

Prepare future exchange students to China or U.S.



Performing Real-world Tasks

Contextualized Performance
Assessment Tasks in
Level 2 “Our Communities, Our Heroes”



Facilitating a Learner-centered classroom from Input to Output

Gradual Release of Responsibility



I do



Comprehensible Input



他姓Rowswell，他叫Mark Rowswel。

míngzì

他的中文名字叫大山。

Jiā ná dà

他是加拿大人。
他说中文。

niánjí
上11年级的时候，小扎去Phillips Academy 上学。Phillips Academy在波士顿。

这个学校有9年级、10年级、11年级和12年级四个年级。



We do Guided + Collaborative

Offer variety of activities that can help learners use target language to work on meaningful tasks.

Scaffold instruction and guide learners work.

Engage learners in collaborative small group/pair activities.

Provide support and feedback to learners.

Fun

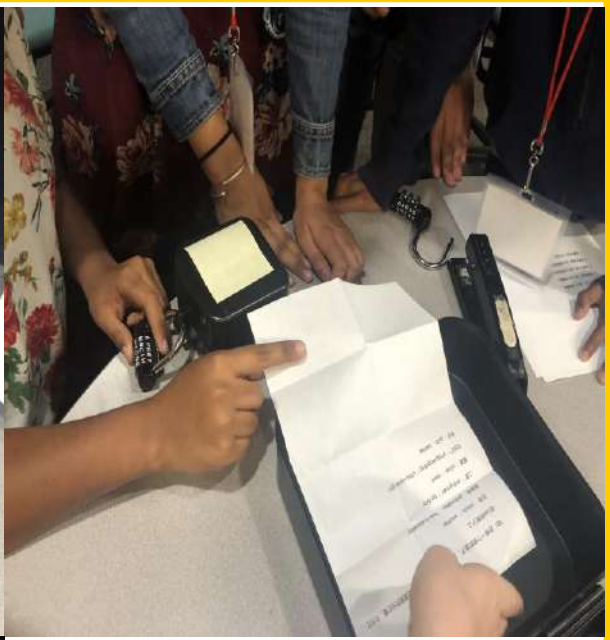
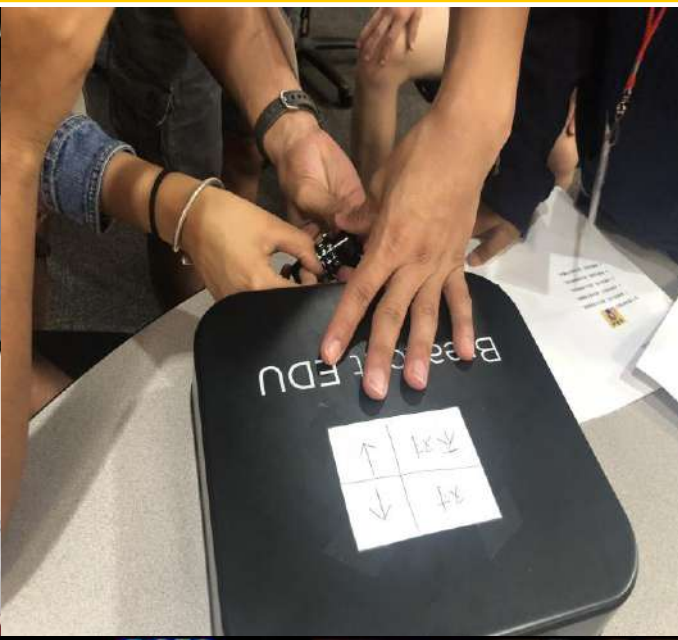
Challenge

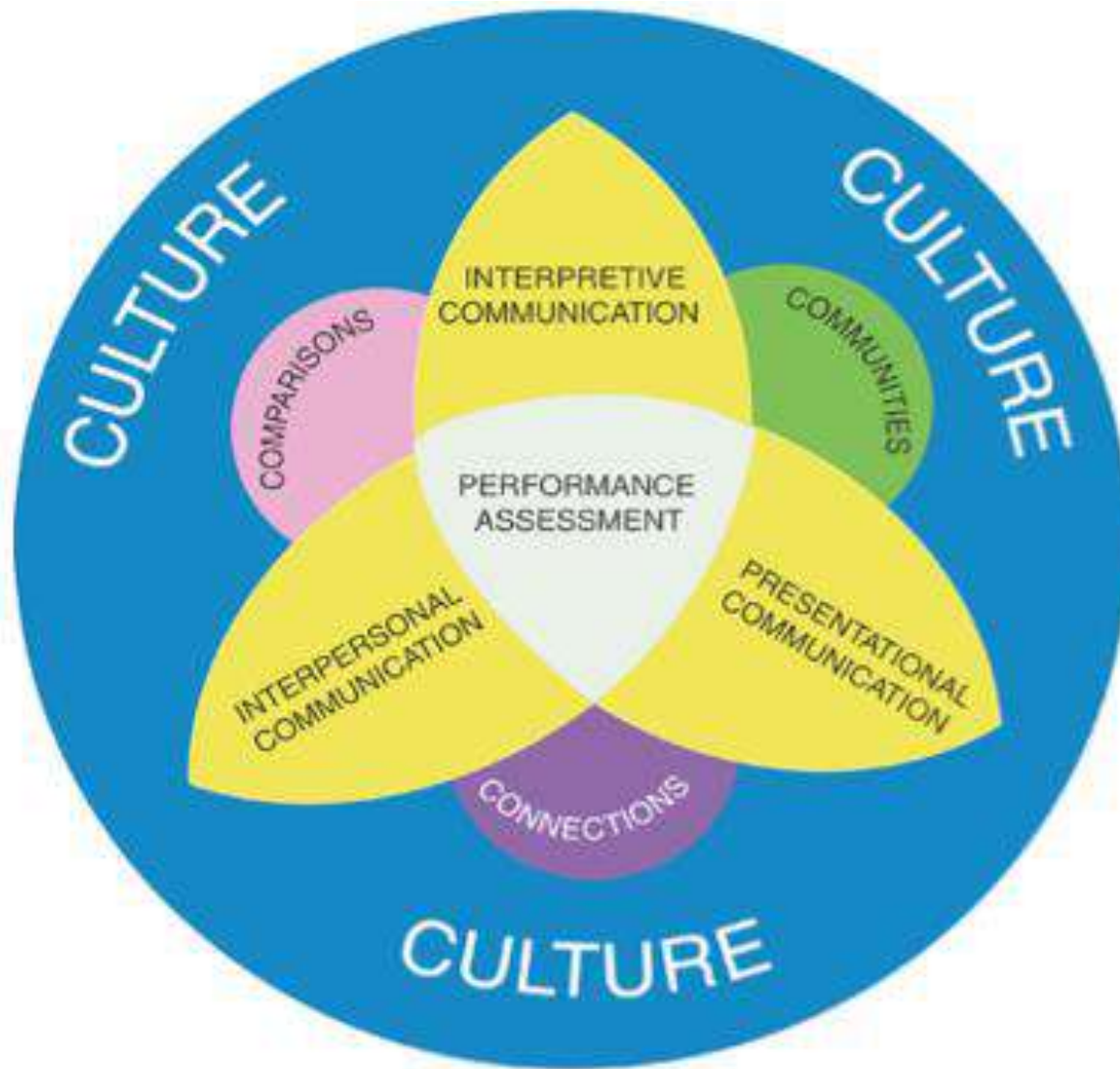
**Level & Age-
appropriate**

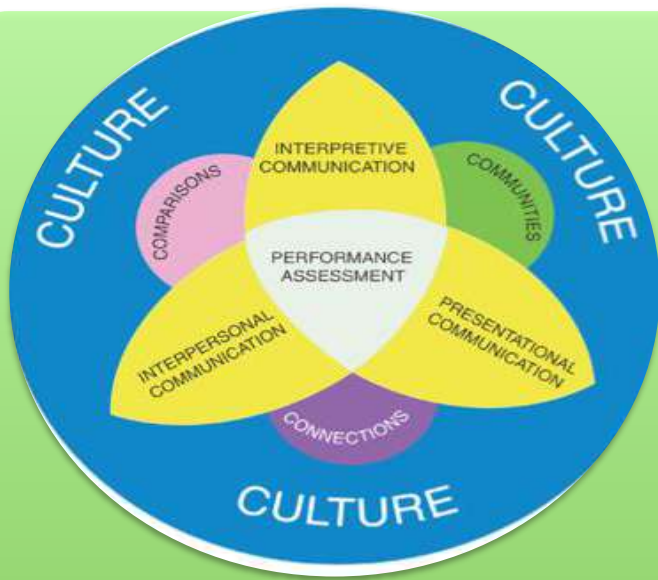
STARTALK

Start Talking!

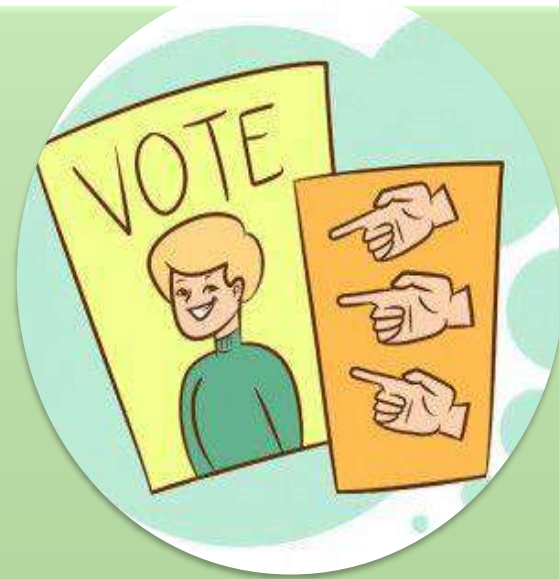








Integrated
Performance
Assessment



Real-world tasks



STARTALK

Start Talking!



W
WOFFORD
28



你选谁做三班
班长(Class President)?

Wei Y'en

Peng Tian'le

Mao Kai

Rong Ke

Lei Kai



请选我!



你叫什么名字?

你今年多大?

你有什么爱好?

你做什么做得很好?

你最喜欢上什么课? 为什么?

你不喜欢上什么课? 为什么?

你的性格?

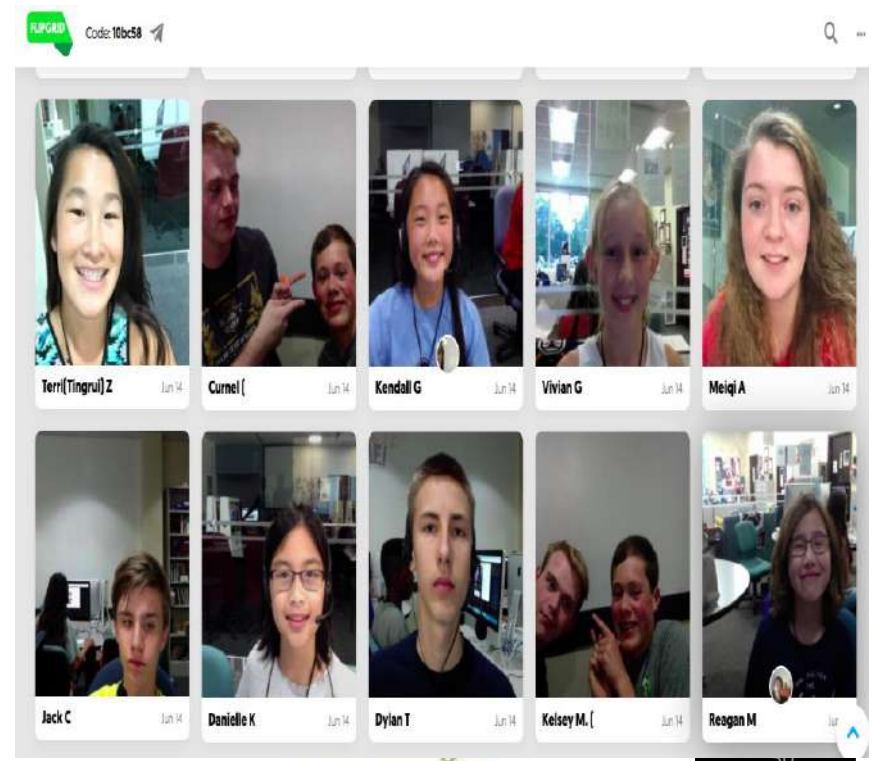
You do

- Work independently
- Self-assess progress

Lunch Presentation



Flipgrid





Interactive Video



Done



Delete Video

Trim Video

Add Question

00:50

你家有小狗吗?

- ✓ 有
- ✓ 没有

00:50.700 Check All

她为什么喜欢小狗?

- 因为小狗很美丽。
- 因为小狗很可爱。
- 因为小狗很好玩儿。
- + Add answer option

SAVE

01:40 HD

Linguafolio

我的爸爸妈妈一个哥哥和我。我的爸爸是医生；我的妈妈是律师。我是 SCGSAH 高中的学生。我上高中十二年级。我星期一星期三有西班牙文课和拉丁文课。我星期二星期四有生物课和物理课。我每天有写作课。我很喜欢西班牙文课因为西班牙文课很有意思，很容易。我的好朋友是Austen 因为他很善良，很聪明，很幽默。他是我的英雄因为他帮我做功课。我喜欢和Austen每天在家画画儿。他画画儿画得很好。 wo hua hua er

1 我画画儿 2

P

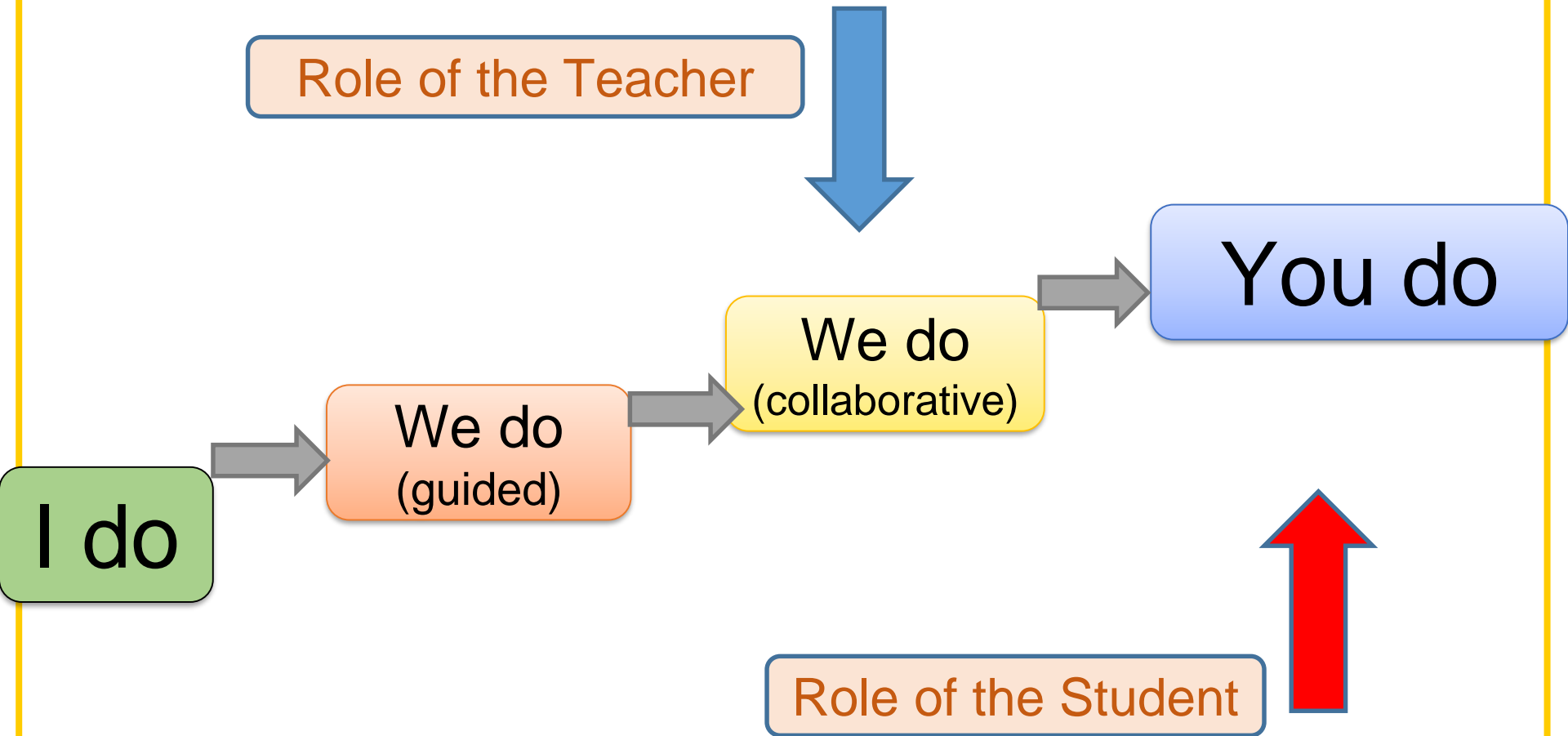
POWERED BY TINYMCE

Chinese (Mandarin) ▾

Cancel

Submit

Gradual Release of Responsibility



Performing Real-world Tasks

Contextualized Learning in Level 3

“Our Communities, Our Heroes”



Why Real-world Performances?

- Way to expertise
- Prepare for the future



STARTALK 
Start Talking!

W
WOFFORD

Design Real-world Tasks

#1: Decide on tasks that are meaningful, purposeful, interesting, and motivational for learners

#2: Arrange the tasks and contextualize them

#3: Engage learners in the tasks and provide feedback



Can-Do Statements for Cohort 3, Day 7

I can tell someone about my community's heroes, and ask about others' heroes.



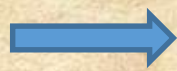
Meaningfulness of Can-Do's

- Americans visiting China are often asked to describe the communities they are from
- Americans visiting China are often told about Chinese heroes, both current and historical
- Being able to introduce one's own heroes provides linguistic repertoire to understand when Chinese introduce their heroes
- Being able to introduce one's own heroes provides points for comparison when Chinese introduce their heroes: Are they heroes for the same reasons?

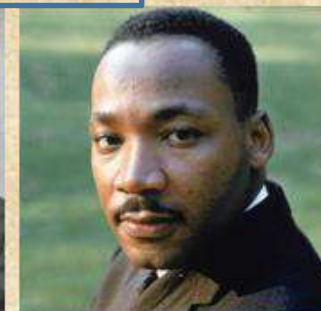
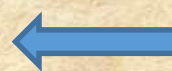


Comprehensible Input: I+1

Known material



美国的英雄



Unknown material... that students have been trained over many years to assume is represented by the images on the screen, so S ask themselves, “what do these photos have in common?”

We all like to make guesses like this, right?

Introducing linguistic items with comprehensible input

Even if you don't speak Chinese, you have a good guess about what these characters mean

总统



宇航员



• 民权领袖

U.S. citizens have freedom of religion, speech, press, assembly, and petition.
U.S. citizens have the right to keep and bear arms, or own guns.
The government may not force U.S. citizens to shelter soldiers in their homes.
U.S. citizens are protected from unreasonable searches of a person's property.
The government may not force U.S. citizens to testify against themselves in court.
U.S. citizens have the right to a fair

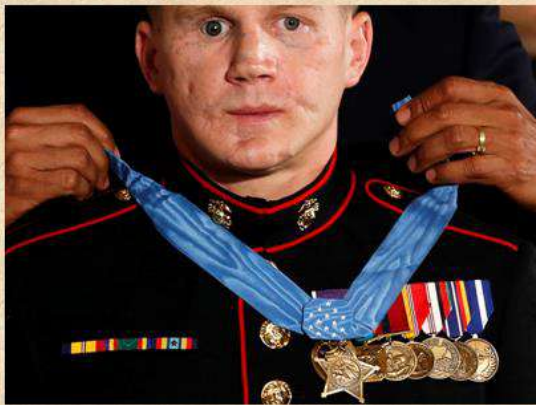


运动员

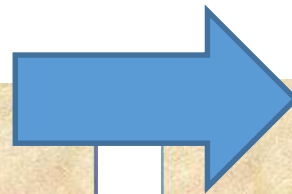
Comprehensible input to scaffolded output

T/S modeled Q&A

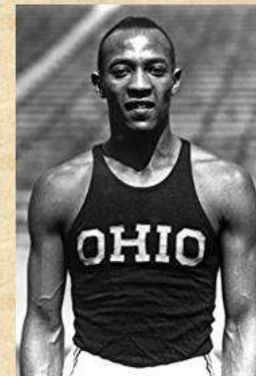
他是__还是__?



军人还是平民



S/S Q&A to practice



杰西·欧文斯

Recycle & reuse... in a new way

林肯是美国英雄

- 美国第16个总统



- 1809/2/12 (KY) -> IN (+IL) -> 1865/4/15 (DC)



- 他是美国英雄因为：一、他要一个美国，不要两个美国，二、他帮助了美国黑人。

All items either old knowledge or recently learned

Is first time all put together to give short biography of American hero

Use in Context

#1: Set-up context and assign roles → Check understanding of context and roles

#2: Engage in performances (T-S, S-T, S-S), paying attention to the five elements: location, time, roles, audiences, and script

#3: Engage learners in the tasks and provide feedback



Performing Real-world Task: Describing Our Heroes



- Ability to present to an audience
- Tasks audience comprehension questions (admit real-life context for this is schoolroom)

Lesson-planning Trial-and-Error is Real Life, Too

岳飞



Post-lesson notes to self

Teach more video vocab, and do I-we-you sequence, incl. identify before say.

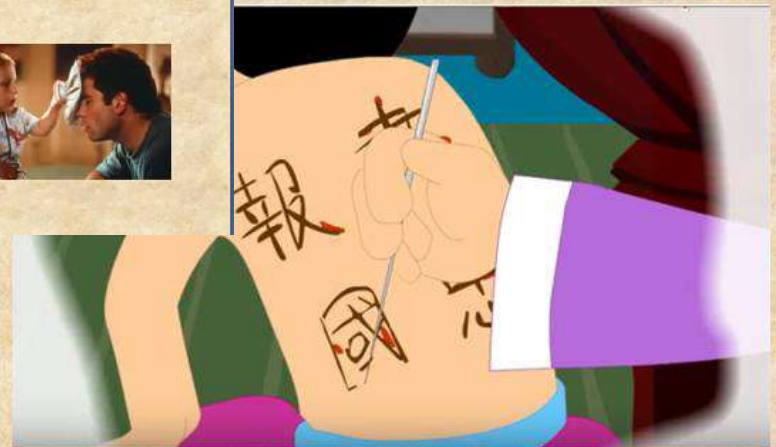
爱国



照顾



岳飞



Video-vocab-video

Be Sure to:

- Focus on meaning instead of form
- Use tasks as the organizing principle instead of only as the final step
- Include tasks that are meaningful, interesting, relevant to learners, and to arrange tasks into a learning repertoire
- Think about how to present the tasks and engage learners
- Provide feedback effectively



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Q&A

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