

2018 STARTALK Spring Conference

**PERFORMANCE-BASED
ASSESSMENT AND
REFLECTION WITH PULSAR**

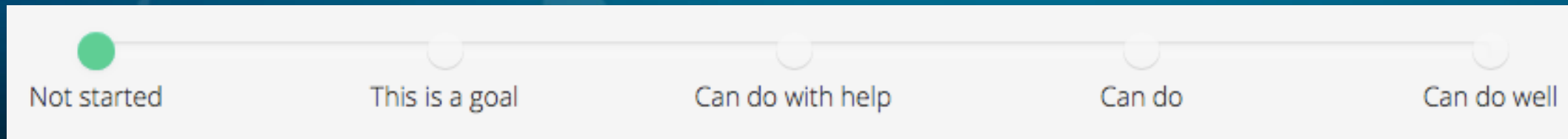
Student Programs

Center for Applied Second Language Studies

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SESSION OUTCOMES: SELF-ASSESSMENT

- I can implement *Pulsar* in STARTALK programs from the beginning.
- I can describe three strategies for minimizing the difficulties of program implementation.
- I can connect specific classroom tasks with *Pulsar* implementation.



WHY THIS SESSION?

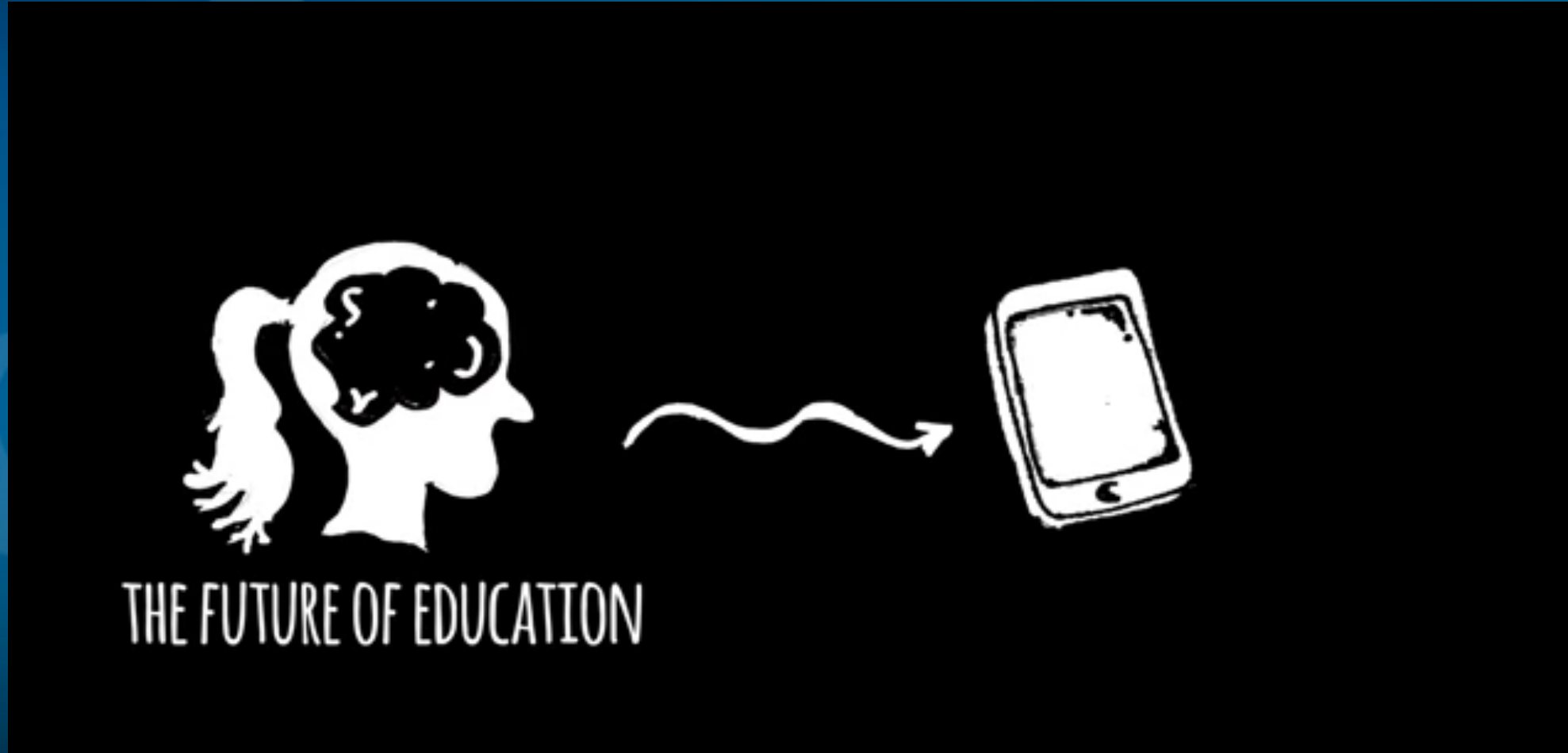
- Conducting Performance-Based Assessments

Pulsar facilitates goal setting, reflection, intrinsic motivation and self-regulated learning.

BONUS: Your Program Can-Do Statements will automatically appear in the platform!



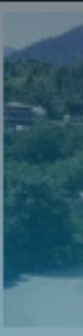
PULSAR: STUDENT VOICE AND EMPOWERMENT



PULSAR POTENTIAL: A PHILOSOPHY OF LEARNING

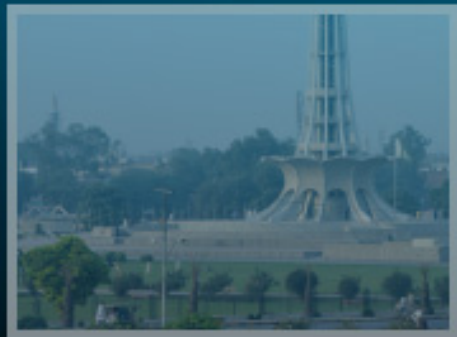
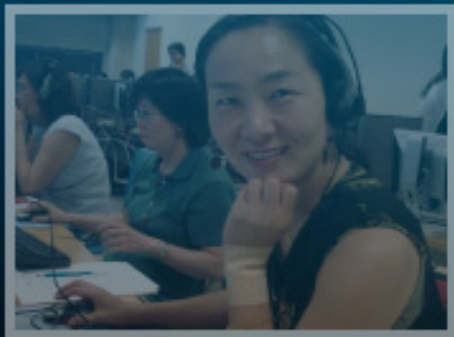
- Promotes self-regulated learning
- Focuses working memory: What they are doing is linked to why they are doing it
- Plants seeds and guides growth





GENERAL IMPLEMENTATION PRINCIPLES

- General Keys for Success
- Minimum Recommended Interactions
- Goal Setting and Reflection



SUCCESSFUL IMPLEMENTATION

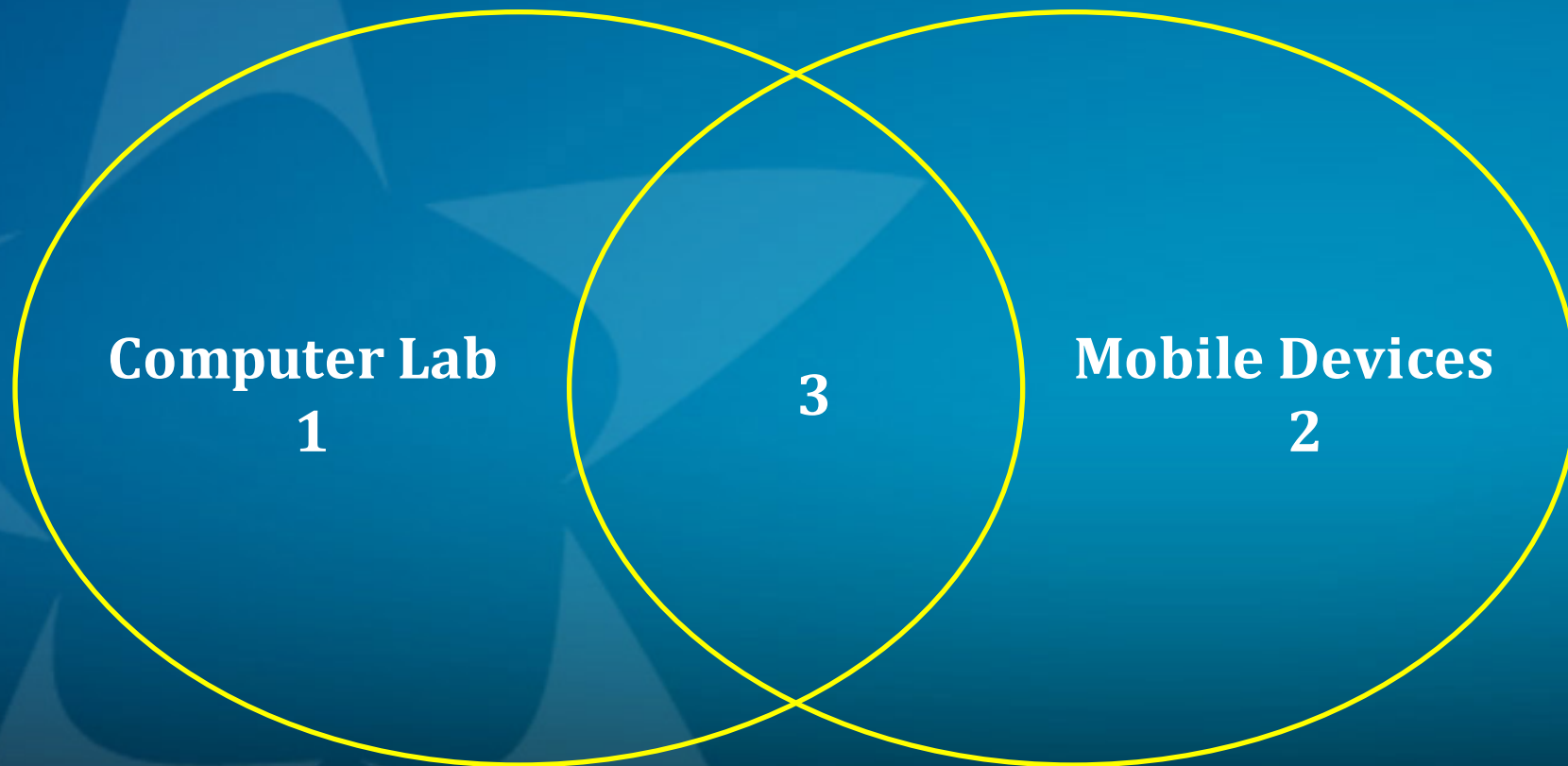
- Craft a plan that fits your context before your program begins
- Practice, play, and experience ahead of time
- Begin talking about Pulsar and Can-Do Statements from the beginning. Integrate this talk with classroom experience.
- Protect time for student reflection and evidence upload/review



CRAFTING THE PLAN: PULSAR USAGE

Program Length	Number of Pulsar Uses	When?*
2 weeks	4	Week 1: T, R Week 2: W, F
3 weeks	4	Week 1: F Week 2: F Week 3: W, F
4 weeks +	Once a week	The end of the week

CRAFTING THE PLAN: TOOL CHOICES



PRACTICE, PLAY, AND INTRODUCE

Be sure that students have a general idea of...

- The basic functionalities of Pulsar
- Language proficiency
- How to self-evaluate

PRACTICE, PLAY, AND INTRODUCE

Activity Example: Getting started competition

- Sign up
- Complete profile
- Upload evidence to a Can-Do Cluster
- Upload evidence with Advanced Upload
- Find: Notifications, My Evidence, and My Proficiency Overview
- Write one way you plan to use Pulsar to inform your learning (setting goals, reflecting on growth, etc.)

PRACTICE, PLAY, AND INTRODUCE

Activity Example: Proficiency Pile-Up

- Learners create an example of a language function at three different proficiency levels (Examples below with Novice Introductions). These examples are shared with the class.
 - John (NL)
 - Hi, Sophia. My name is John. (NM)
 - Nice to meet you, Sophia. I'm John. I'm from San Diego and I love to play video games. How about you? (NH)

PRACTICE, PLAY, AND INTRODUCE

Activity Example: I Can Do It!

- Learners create examples of a task they do in their normal lives and explain how each level of achievement might be evidenced.
 - This is a goal.
 - Can do with help.
 - Can do.
 - Can do well.

CONNECTING PULSAR TO GOAL SETTING

Learners' focus immediately drawn to program learning goals.



Learner can set personal goals using advanced upload.



The screenshot displays the Pulsar interface. At the top, the logo 'pulsar powered by LFO' is visible. Below it, the section 'My Program's Can-Do Statements' features a blue card for 'Arabic STARTALK for SOPHIE' with a search bar and 'NCSSFL-ACTFL 2.0' below it. The main area is 'My Proficiency Overview' for 'Swahili', showing a circular proficiency chart with concentric rings in purple, blue, and orange. At the bottom, there is an 'Advanced Upload' button and a row of five red circular icons: a document, a bar chart, a microphone, a document with a checkmark, and a link.

UTILIZING PULSAR FOR REFLECTION

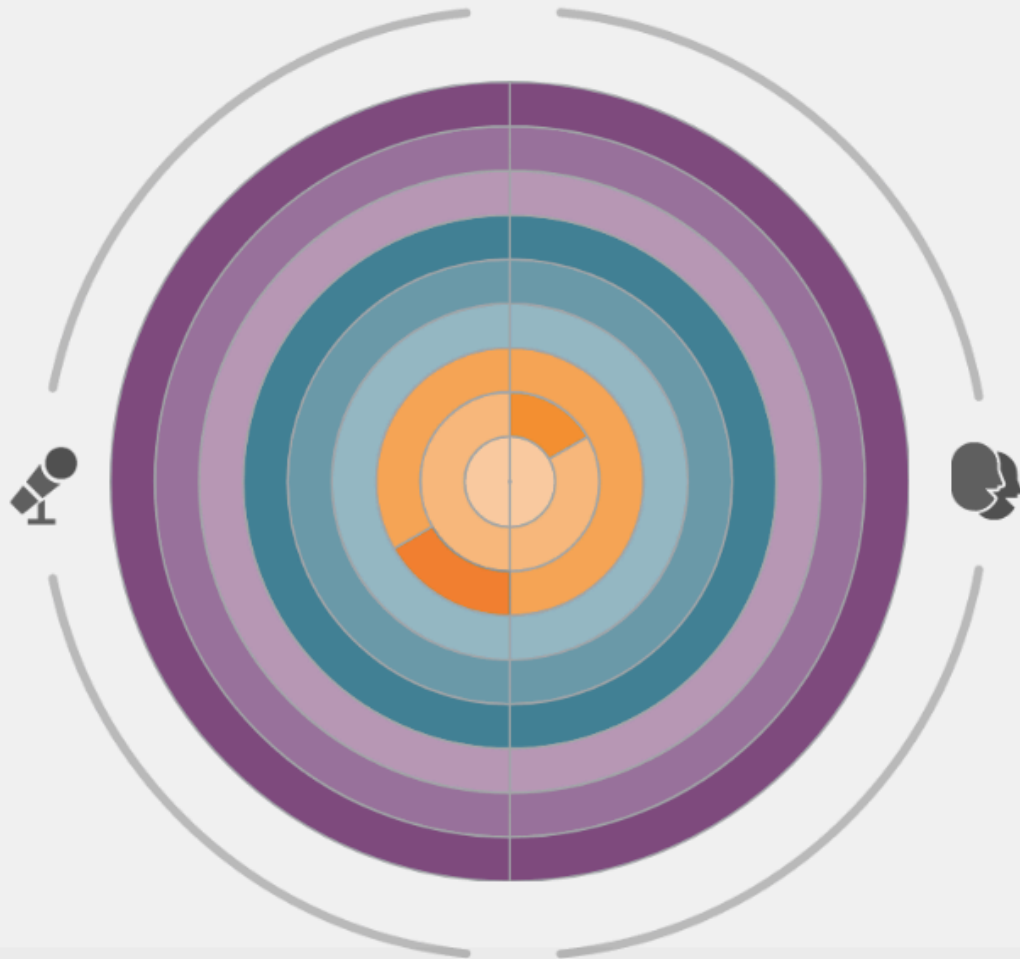


Chart Key:

- 🗨️ Interpersonal Communication
- 🎤 Presentational Communication

- 🟠 Novice
- 🟢 Intermediate
- 🟣 Advanced

Presentational Communication
Novice High: 33.3%

Present Information to Narrate:

of evidence: 0
Progress: 0%

Give Preferences and Opinions or Persuade:

of evidence: 0
Progress: 0%

Inform, Describe and Explain:

of evidence: 1
Progress: 100%

UTILIZING PULSAR FOR REFLECTION

My Evidence+

Search

Searches "Title" and "Content"

type here and hit enter

Include archived

By Type



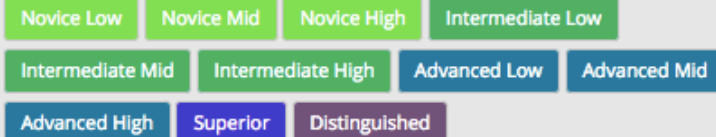
By Mode or Level

NCSSFL-ACTFL 1.0 NCSSFL-ACTFL 2.0

Modes:

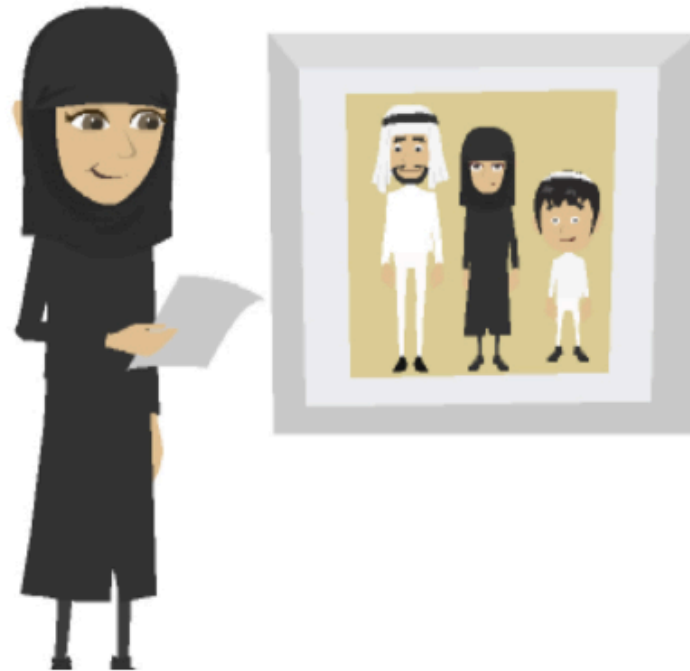


Levels:



Interpersonal Communication Novice Mid

4/19/2018 07:03 AM



This evidence shows:

I can ask and talk about family members and their characteristics.

REFLECTION GUIDE EXAMPLE

1. What Can-Do statements have you been working on in class?
2. How can you use the skills in a Can-Do statement in your life outside of class?
3. What is most challenging for you at this time with a Can-Do statement you're working on?
4. What is a Can-Do statement that you feel you've really grown in?
5. What is one of your best language accomplishments lately?
6. What is a piece of evidence that you worked really hard on? How do you feel about the results?
7. Open "My Evidence" under the Pulsar menu. Look at old evidence that you uploaded in the past. Is there a piece that really shows the difference between where you were then and where you are today?
8. What specific areas (for example, specific vocabulary, ability to ask questions, awareness of when and how to say thank you) do you feel the greatest need to work on?

REFLECTION GUIDE CONTINUED

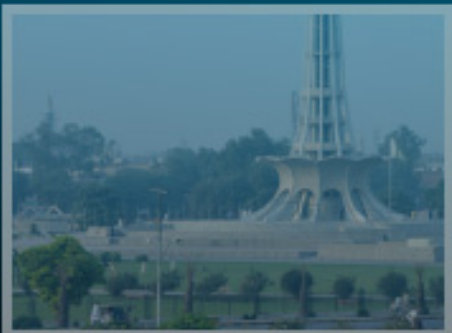
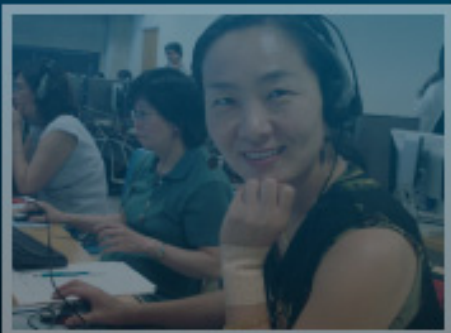
- Think deeply about one or more of these questions whenever you have time to reflect.
- Write notes to yourself, including today's date and the question(s) you're addressing. You can use this handout or your own paper.
- Discuss these questions with people around you.
- Ask yourself different questions at different times.
- Remember to celebrate your growth as a language speaker!

Example:

June 20, 2018, question 5. We were playing a "Guess the Celebrity" game in class today, and I got so caught up in it that I forgot I was even speaking another language! It's the first time I've just been thinking in Swahili. I wonder when I'll have my first dream in Swahili.



COMPUTER LAB IMPLEMENTATION



Integrating Evidence Collection in Classroom Experiences

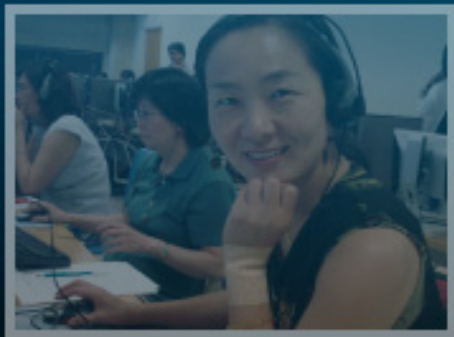
- Connect evidence to learning outcomes
- Collect digital evidence for learners
- Use file folders to collect analog evidence

Efficient Use of Lab Time

- Model evidence upload for learners
- Rotate groups through the lab
- Focus learners' attention on specific learning targets at each session



MOBILE DEVICE IMPLEMENTATION



WHOLE-CLASS REFLECTION TIME

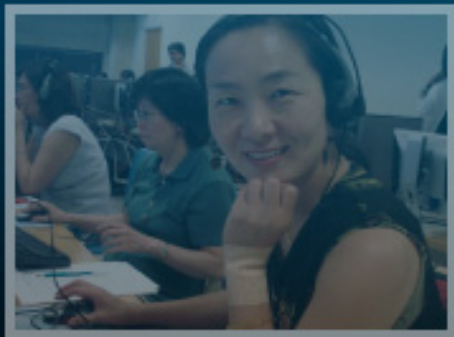
- Teachers connect evidence to learning outcomes
- Learners collect evidence
- Utilize group work to facilitate evidence capture and reflection

STATIONS OR LEARNING CENTERS

- Students make sure to log in and out of shared devices
- Connect evidence to learning outcomes
- Plan the centers you need



PRACTICAL CONSIDERATIONS



CONNECTING EVIDENCE TO PROGRAM CAN-DO STATEMENTS

Interpersonal Communication	
1. I can have introductory conversations with people I meet on my trip in culturally appropriate ways.	1. Students assume the roles of different people who are at the airport. They talk with each other to find out who they are, where they live and where they are going. After completing the initial conversations, students repeat the task multiple times to form common groups based on 1) where they live, 2) where they are going, and 3) whether their assigned role is an adult or a child.
2. I can ask and answer questions about regions I and others want to visit.	2. Your class has been divided into 4 tour groups each going to a different region for summer vacation. Students ask and answer questions to talk about where they are going and why they are interested in going there. After completing the initial conversation, they repeat the task to find out who is in the same tour group.
3. I can ask and answer questions about what I have and need to take on my trip.	3. Students are given a backpack with items they need for their trip based on the region they will visit. Nothing is right. Students have items they need and others they don't need. They ask and answer questions to find out where they are going, what they have and to get what they need.

I CAN ASK FOR HELP WHILE SHOPPING.

Asking for help while shopping:

顾客: 请问, 裤子在哪里?

店员: 在袜子的旁边。您找什么?

顾客: 我想要一条黑色的裤子。

店员: 这条裤子怎么样?

顾客: 我很喜欢那条裤子, 谢谢!

Customer: Excuse me, where are pants located?

Clerk: Next to the socks, what are you looking for?

Customer: I'd like a pair of black pants.

Clerk: How's this pair of pants?

Customer: I really like that pair of pants, thanks!

PLANNING IT OUT

Step 2: Planning Reflection Time

1. When (days/dates) will you have students upload and reflect on evidence in your program? Use your STARTALK lesson plan to help you out!

Program Can-Do Statement	Day/Date	Reflection/Goal Setting Activity	Approach to Upload

2. What resources in addition to tech (teacher or tech aides, journals, shared drive documents) will you need to facilitate reflection?

PRO TIPS

Pedagogy and Learning

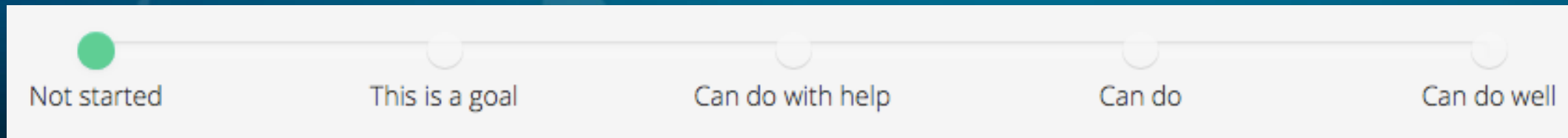
- Carve out time for *Pulsar*
- Peer presentations
- Provide feedback
- Focus learners attention throughout the day
- Formative practices

Tech

- Experiment with student accounts (teachers and provide time for students)
- Consider bandwidth
- Use a variety of file types to capture evidence
- Contact pulsar@uoregon.edu

SELF-ASSESSMENT TIME


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- I can describe three strategies for minimizing the difficulties of program implementation.
- I can connect specific classroom tasks with *Pulsar* implementation.



PULSAR IN ACTION: PULSAR.UOREGON.EDU

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Start documenting your stellar language moments today.

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PULSAR IN ACTION: MOBILE DEVICES



Stellar Language Moments

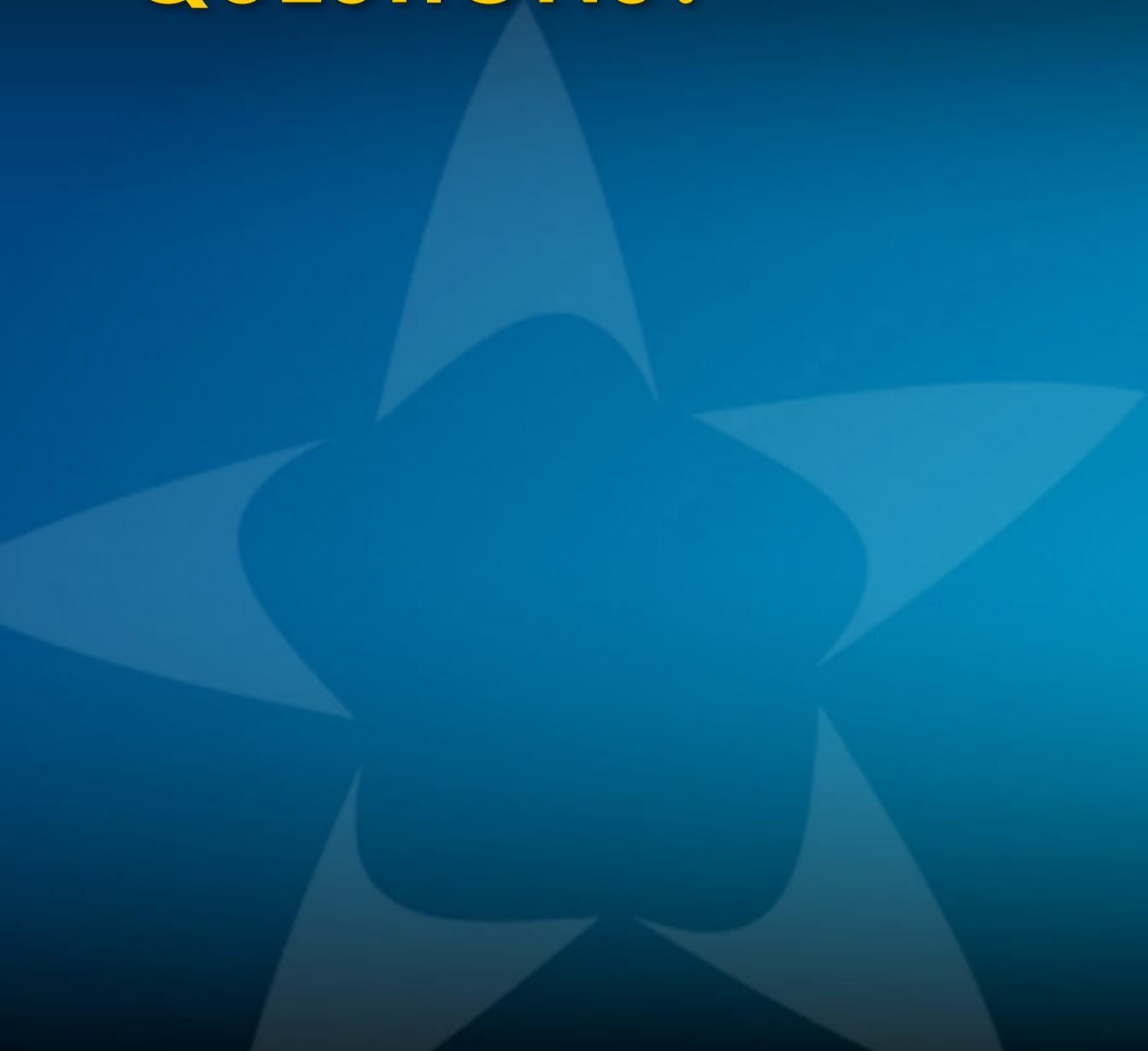
Show off all of your stellar language moments, even when you're on the go!
Record, upload, and sync your evidence on Pulsar.



WE'RE HERE TO HELP!

- Technology tutorials are posted at <https://pulsar.uoregon.edu/site/about>.
- Training modules will be on STARTALK's Learn platform.
- Support: pulsar@uoregon.edu
- Support phone (May 14-August 10): 541-357-8048
- Watch for emails about webinars at the end of May and beginning June as well!

QUESTIONS?



d'akujem Tak Dankie kiitos
Спасибо תודה धन्यवाद terima kasih
Asante Gracias شكرا mulțumesc hvala
salamat 謝謝 Thank you Danke Hvala
ありがとう Obrigado Merci Grazie 谢谢
dank u ευχαριστώ Благодаря Děkuji
a'ciū Tack хвала Sağol تشکر از شما
Дзякуй 감사합니다 dziękuję Спасибі
paldies teşekkür ederim তোমাকে ধন্যবাদ