Designing Presentational Performance Tasks And Their Rubrics

Paul Sandrock

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Designing Presentational Performance Tasks And Their Rubrics

1. Defining “presentational” communication
2. Creating presentational performance assessments, appropriate for different language levels
3. Developing presentational communication skills in a unit of instruction
4. Creating effective rubrics
5. Targeting realistic expectations at each level
The Keys to Assessing Language Performance

New ACTFL publication

Available at: www.actfl.org

Click “Publications”
What is “Presentational” communication?
Presentational Communication

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Source: Standards for Foreign Language Learning in the 21st Century

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Presentational Communication

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

The creator of the message “presents” to an audience of one or many

- Spoken
- Written
- Visually presented
What is important when you present information, concepts, and ideas?
What is “Presentational” communication?

Start with the end in mind:

What matters most when you:
1. Share important information
2. Write a postcard or letter
3. Make an announcement
4. Create a PowerPoint presentation
5. Tell a story
6. Leave comments on a website or blog?

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What is “Presentational” communication?

Start with the end in mind:

What matters most when you:

1. Share important information
2. Write a postcard or letter
3. Make an announcement
4. Create a PowerPoint presentation
5. Tell a story
6. Leave comments on a website or blog?

Is accuracy all that matters???
Start with the end in mind:

What matters most when you:
Share – Write postcard – Make announcement
Create PowerPoint – Tell story – Leave comments?

1. Getting across the message
2. Grabbing and keeping attention
3. Adapting to the medium (format, length, style, expectations)

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Start with the end in mind:

What matters most when you:
Share – Write postcard – Make announcement
Create PowerPoint – Tell story – Leave comments?

1. Getting across the message
2. Grabbing and keeping attention
3. Adapting to the medium (format, length, style, expectations)
4. Accuracy – can it be understood?
<table>
<thead>
<tr>
<th>Is NOT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Negotiated communication</td>
<td>One-way communication</td>
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Presentational Communication

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<td>Reliance on circumlocution</td>
<td>Improved with dictionary and spell-check tools</td>
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<tr>
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<td>Improved with dictionary and spell-check tools</td>
</tr>
<tr>
<td>Talking or writing only for the teacher</td>
<td>Maintaining attention of intended audience</td>
</tr>
</tbody>
</table>

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Start with the end in mind:

What matters most in the Presentational mode of communication?
Learning Objectives for Spoken Presentational Communication

**Primary Objective:** The student plans, produces, and presents spoken presentational communications.

1. The student produces a variety of creative oral presentations (e.g., original story, personal narrative, speech, performance)
2. The student retells or summarizes information in narrative form, demonstrating a consideration of audience
3. The student creates and gives persuasive speeches
# Learning Objectives for Spoken Presentational Communication

**Primary Objective:** The student plans, produces, and presents spoken presentational communications.

4. The student expounds on familiar topics and those requiring research
5. The student uses reference tools, acknowledges sources and cites them appropriately
6. The student self-monitors and adjusts language production
<table>
<thead>
<tr>
<th>Learning Objectives for Written Presentational Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Objective:</strong> The student plans and produces written presentational communications.</td>
</tr>
<tr>
<td>1. The student produces a variety of creative writings (e.g., original story, personal narrative, script)</td>
</tr>
<tr>
<td>2. The student retells or summarizes information in narrative form, demonstrating a consideration of audience</td>
</tr>
<tr>
<td>3. The student produces persuasive essays</td>
</tr>
</tbody>
</table>

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### Learning Objectives for Written Presentational Communication

**Primary Objective:** The student plans and produces written presentational communications.

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. The student produces expository writing, including researched reports</td>
</tr>
<tr>
<td>5. The student uses reference tools, acknowledges sources and cites them appropriately</td>
</tr>
<tr>
<td>6. The student self-edits written work for content, organization, and grammar</td>
</tr>
</tbody>
</table>

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What might students learn through our performance tasks?

• Processes
• Products
• Proficiency
What might students learn through our performance tasks?

<table>
<thead>
<tr>
<th>Processes</th>
<th>Products</th>
<th>Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Collaboration</td>
<td>• Application of technology</td>
<td>• Narration</td>
</tr>
<tr>
<td>• Summarizing</td>
<td>• Speech</td>
<td>• Elaboration</td>
</tr>
<tr>
<td>• Organizing information</td>
<td>• Creative writing</td>
<td>• Self-monitors</td>
</tr>
<tr>
<td>• Crafting an argument</td>
<td>• Script</td>
<td>• Self-edits</td>
</tr>
<tr>
<td>• Research and reference tools</td>
<td>• Essay</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Report</td>
<td></td>
</tr>
</tbody>
</table>

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Presentational Performance Assessment Tasks

**Novice Level**

1. Memorized dialogue, skit, or play
2. Create and describe a poster (on actions to take to improve the environment, promoting a travel destination, advocating for healthy foods)
3. Record your self-introduction to a potential host family
4. Do a radio ad (clothing on sale this week at a store, the school lunch menu for the week,

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### Intermediate Level

1. Write a comment for a website blog
2. Create a PowerPoint to convince the class to agree to the itinerary you designed
3. Write a letter of application to represent your school to visit your sister school
4. Create a commercial for job opportunities
### Presentational Performance Assessment Tasks

<table>
<thead>
<tr>
<th>Pre-Advanced Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write a letter applying for an internship</td>
</tr>
<tr>
<td>2. Give a radio review of a movie, speech, story</td>
</tr>
<tr>
<td>3. Present the arguments for one side of a debate (and give them orally to a class audience)</td>
</tr>
<tr>
<td>4. Develop a 3-minute documentary (PowerPoint, Podcast, other medium) on ...</td>
</tr>
</tbody>
</table>
# Your Health - Presentational Mode

## Novice Level

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
<th>Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a letter to nominate yourself as school’s ambassador to your sister school</td>
<td>20 minutes</td>
<td>Aim for 100 words</td>
</tr>
</tbody>
</table>

## Intermediate Level

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
<th>Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write application letter to sports camp</td>
<td>30 minutes</td>
<td>Aim for 200 words</td>
</tr>
</tbody>
</table>

## Pre-Advanced Level

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
<th>Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write an article for your sister school’s newspaper describing causes of stress/how to manage</td>
<td>40 minutes</td>
<td>Aim for 300 words</td>
</tr>
</tbody>
</table>
Designing Presentational Performance Tasks

1. Match the real world application as much as possible
2. Don’t let the “product” overwhelm the practice and development of language skills
3. Build knowledge of topic (through class activities and/or research)
4. Allow students to express their “voice”
How can these “Presentational” skills be assessed?

Balanced Assessment
Learning Checks
Did students learn what was taught?
How can these “Presentational” skills be assessed?

Balanced Assessment

Learning Checks
Did students learn what was taught?

Formative Assessment
Can students apply or manipulate what they have learned?
How can these “Presentational” skills be assessed?

Balanced Assessment
Learning Checks
Did students learn what was taught?

Formative Assessment
Can students apply or manipulate what they have learned?

Summative Assessment
What have students truly acquired?
Performance Assessment - Intermediate

Why would I choose a particular destination?

End of Unit Assessment (Summative):

Create a commercial and a flyer to showcase the region you have selected
### Presentational

**End of Unit Assessment (Summative):**

Create a commercial and a flyer to showcase the region you have selected

### How can I help students get ready for this assessment of the presentational mode?
Presentational Goal:
Create a commercial and a flyer to showcase the region you have selected

Learning Checks

1. Write brief descriptions of illustrations on a single topic (prep for creating brochure)

2. Finish the sentence: reasons to do each of various activities on trip

3. Ticket to Leave: List 5 activities you would do on a vacation
**Presentational Goal:**
Create a commercial and a flyer to showcase the region you have selected

<table>
<thead>
<tr>
<th>Learning Checks</th>
<th>Formative Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write brief descriptions of illustrations on a single topic (prep for creating brochure)</td>
<td>1. Tell story back from the illustrations as a summary</td>
</tr>
<tr>
<td>2. Finish the sentence: reasons to do each of various activities on trip</td>
<td>2. Graded rough draft (giving feedback on organization)</td>
</tr>
<tr>
<td>3. Ticket to Leave: List 5 activities you would do on a vacation</td>
<td>3. Send a postcard back to host family, explaining what you enjoyed most</td>
</tr>
</tbody>
</table>
## How can we develop the Presentational mode?

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<th>Learning Checks</th>
<th>Formative Assessments</th>
<th>Summative Assessment</th>
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</thead>
<tbody>
<tr>
<td>1. Write brief descriptions of illustrations</td>
<td>1. Tell story back from the illustrations as a summary</td>
<td>Create a commercial and a flyer to showcase the region you have selected</td>
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<td>2. Finish the sentence: reasons to do various activities on trip</td>
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Developing Tasks and Feedback: Presentational Assessments

<table>
<thead>
<tr>
<th>TASK: Describe what students will do (How)</th>
<th>Identify your PERFORMANCE EXPECTATIONS (How Well)</th>
</tr>
</thead>
</table>

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What’s the message with this feedback on a written report?

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Not There Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>No spelling or grammatical errors</td>
<td>Some spelling or grammatical errors</td>
<td>Many spelling or grammatical errors</td>
</tr>
<tr>
<td>Graphics/illustrations on every page</td>
<td>Some graphics and illustrations</td>
<td>No graphics or illustrations</td>
</tr>
<tr>
<td>At least 5 sources</td>
<td>3-4 sources</td>
<td>0-2 sources</td>
</tr>
</tbody>
</table>
### Feedback: Holistic or Analytic?

<table>
<thead>
<tr>
<th>Characterized by:</th>
<th>Holistic</th>
<th>Analytic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria are combined into a single descriptive paragraph</td>
<td>Criteria are identified and described separately in categories</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Useful for:</th>
<th>Holistic</th>
<th>Analytic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broad program checkpoints; See if performance is at the targeted level</td>
<td>Feedback to focus on specific elements; See strengths and weaknesses; Feedback to guide improvement</td>
<td></td>
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<table>
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<tr>
<th>Limited by:</th>
<th>Holistic</th>
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<tr>
<td>Need to balance various criteria to create a single holistic decision on level</td>
<td>Need to decide the weight of various criteria, especially if used for a letter grade</td>
<td></td>
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Envision the real performance: What makes an effective presentation? Brainstorm the characteristics
Envision the real performance:

What makes an effective presentation?

Brainstorm the characteristics:

1. Hooks the audience
2. Does not read a script
3. Keeps it interesting, shares personal examples
4. Tells real stories, convinces with good evidence
5. Sticks to the topic
6. Looks at the audience
7. Uses images to hold and focus interest
Build the Rubric

What makes an effective presentation?

Cluster the characteristics into categories
Envision the real performance:

What makes an effective presentation?

Cluster the characteristics into categories

1. Hooks the audience
2. Does not read a script
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Build the Rubric

What makes an effective presentation?

Cluster the characteristics into categories

1. Sticks to the topic, tells real stories, convinces with good evidence

2. Looks at the audience, does not read a script

3. Shares personal examples, hooks the audience, keeps it interesting, uses images to hold and focus interest
Build the Rubric

What makes an effective presentation?

Cluster the characteristics into categories

1. **CONTENT**: Sticks to the topic, tells real stories, convinces with good evidence

2. **DELIVERY**: Looks at the audience, does not read a script

3. **IMPACT**: Shares personal examples, hooks the audience, keeps it interesting, uses images to hold and focus interest
What makes an effective presentation?

Describe each category so the presenter will know what makes:

• a highly effective presentation
• an acceptable, moderately effective presentation = Meets Expectations
• a presentation approaching your expectations
What makes an effective presentation?

Meets Expectations:

Content:

• Stays on topic
• Provides accurate information
• Organizes the information so it is easy to follow

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What makes an effective presentation?

Meets Expectations:

Delivery:

• Uses appropriate voice volume and voice quality, varied for effect

• Uses pacing and processing time effectively

• Rehearsed, uses notes only as a reference
What makes an effective presentation?

Meets Expectations:

Impact:

• Uses visuals or technology to reinforce message
• Personalizes examples and the message
• Engages the audience by giving time for interactive discussion and paired reflection
Describing IMPACT across proficiency levels

<table>
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<tr>
<th>Novice</th>
<th>Intermediate</th>
<th>Pre-Advanced</th>
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<tbody>
<tr>
<td>Focuses only on successful task completion</td>
<td>Uses comparison or contrast to reinforce meaning</td>
<td>Engages audience with some interaction</td>
</tr>
<tr>
<td>Gestures or visuals help audience understand message</td>
<td>Personalization maintains audience’s attention</td>
<td>Varies delivery style to maintain attention</td>
</tr>
<tr>
<td>Integrates graphic organizer or visual to support meaning</td>
<td>Weaves in personal stories and examples</td>
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What are realistic expectations in developing “Presentational” proficiency?

The ACTFL Performance Guidelines for K-12 Learners help us target our expectations for how and how well students will demonstrate their understanding:

- **Novice** level (Novice High)
- **Intermediate** level (Intermediate Low to Mid)
- **Pre-Advanced** level (Intermediate-High)
ACTFL Performance Guidelines for K-12 Learners

1. **COMPREHENSIBILITY:** How well are they understood?
2. **COMPREHENSION:** How well do they understand?
3. **LANGUAGE CONTROL:** How accurate is their language?
4. **VOCABULARY USE:** How extensive and applicable is their vocabulary?
5. **COMMUNICATION STRATEGIES:** How do they maintain communication?
6. **CULTURAL AWARENESS:** How is their cultural awareness reflected in their communication?

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ACTFL Performance Guidelines for K-12 Learners

For Presentational, tell us to consider:

• **Characteristics of the language** learners can use at each level

• **Strategies** learners will use to “present” at each level

• **Familiarity with topic** learners will need at each level
**ACTFL Performance Guidelines for K-12 Learners**

Characteristics of the language learners can use at each level

**Novice level:**
- Short memorized phrases and sentences
- Limited vocabulary
ACTFL Performance Guidelines for K-12 Learners

Characteristics of the language learners can use at each level

**Novice level:**

- Short memorized phrases and sentences
- Limited vocabulary

**Intermediate level:**

- Sentences and strings of sentences
- Primarily in present; future and past with preparation
- Describe and narrate (with expanding vocabulary)
ACTFL Performance Guidelines for K-12 Learners

Characteristics of the language learners can use at each level

**Novice level:**
- Short memorized phrases and sentences
- Limited vocabulary

**Intermediate level:**
- Sentences and strings of sentences
- Primarily in present; future and past with preparation
- Describe and narrate (with expanding vocabulary)

**Pre-Advanced level:**
- Connected sentences, paragraph length and longer
- Highly accurate in present; some errors in multiple time frames
- Describe, narrate, and report (with extensive, precise vocabulary)
ACTFL Performance Guidelines for K-12 Learners

**Strategies** learners will use to “present” at each level

**Novice level:**
- Rely on visuals
- Communicate with repetition and non-verbal expression
**ACTFL Performance Guidelines for K-12 Learners**

**Strategies** learners will use to “present” at each level

**Novice level:**
- Rely on visuals
- Communicate with repetition and non-verbal expression

**Intermediate level:**
- Use memory aids (notes and visuals)
- Use circumlocution as needed
- Occasional use of reference sources
ACTFL Performance Guidelines for K-12 Learners

**Strategies learners will use to “present” at each level**

**Novice level:**
- Rely on visuals
- Communicate with repetition and non-verbal expression

**Intermediate level:**
- Use memory aids (notes and visuals)
- Use circumlocution as needed
- Occasional use of reference sources

**Pre-Advanced level:**
- Conscious efforts to self-edit and self-correct
- Use circumlocution and reformulation
- Culturally appropriate practices, perspectives, non-verbal behavior

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**ACTFL Performance Guidelines for K-12 Learners**

**Familiarity with topic** learners will need at each level

**Novice level:**
- Familiar topics and content
- Use forms routinely modeled by the teacher
ACTFL Performance Guidelines for K-12 Learners

Familiarity with topic learners will need at each level

**Novice level:**
- Familiar topics and content
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**Intermediate level:**
- Familiar topics
- Express own thoughts and some cultural knowledge
ACTFL Performance Guidelines for K-12 Learners

Familiarity with topic learners will need at each level

**Novice level:**
- Familiar topics and content
- Use forms routinely modeled by the teacher

**Intermediate level:**
- Familiar topics
- Express own thoughts and some cultural knowledge

**Pre-Advanced level:**
- Topics of personal, school, and community interest
- Express personal meaning applying familiar structures to new situations and less familiar topics
What Counts? - Presentational

- Comprehensibility
  - Audience
  - Pronunciation
  - Mechanics (punctuation, complete sentences, spelling, etc)

- Language control
  - Structures
  - Time frames

Vocabulary
- Variety
- Appropriate to topic
- Research to supplement

- Impact
  - Attention to audience
  - Content
  - Interest
  - Flow/Organization

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Presentational Rubric – Intermediate

Flow and Organization:

3 – Writing provides a logical flow, keeps to a main point with clear subtopics that are not elaborated

2 – Writing is a series of sentences, little language to connect thoughts or direct the flow

1 – Writing is random thoughts put together, stays on topic but no organized subtopics, inconsistent elaboration
Presentational Rubric – Intermediate

Flow and Organization:

5 – Connected with logical flow, clear overarching point, subpoints elaborated, cohesive devices guide the reader through the writer’s thinking

4 – Thoughts hold together as a cohesive paragraph with details focused on a general point, may use some cohesive devices

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Guiding Principles for Creating Rubrics

1. Take out the non-negotiables

2. Don’t just count (it’s not about quantity; it’s quality)

3. Provide clear descriptors

4. Push students’ performance toward the next level (show what they could do)
### Strong Meets Expectations Approaching Expectations

<table>
<thead>
<tr>
<th></th>
<th>Strong</th>
<th>Meets Expectations</th>
<th>Approaching Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am I understood?</td>
<td>I am easily understood; I express my ideas clearly</td>
<td>I am generally understood and my ideas are clear</td>
<td>I am sometimes difficult to understand; most ideas are clear</td>
</tr>
<tr>
<td>How rich is my vocabulary?</td>
<td>I use a wide variety of vocabulary, incorporating several new expressions from the unit</td>
<td>I use some variety in vocabulary choice, incorporating some expressions from the unit</td>
<td>I use basic vocabulary with limited inclusion of expressions from the unit</td>
</tr>
</tbody>
</table>

*Source: Donna Clementi*
<table>
<thead>
<tr>
<th></th>
<th>Strong</th>
<th>Meets</th>
<th>Approaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is my presentation</td>
<td>I am able to engage my audience with visuals, interesting and accurate content, and good attention to audience</td>
<td>I am able to engage my audience with visuals, accurate content, and some attention to audience reactions</td>
<td>I use visuals to engage the audience; my content is accurate.</td>
</tr>
<tr>
<td>interesting?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How smooth is my</td>
<td>My presentation is well-organized; I speak with fluency and confidence</td>
<td>My presentation is logical; I speak with occasional pauses to think of words</td>
<td>I presented my topic; I speak with pauses and some uncertainty</td>
</tr>
<tr>
<td>presentation?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How are knowledge and</td>
<td>I link cultural products with practices and perspectives in my presentation</td>
<td>I include cultural products, practices, and perspectives without consistently linking them to each other</td>
<td>I include cultural products or practices in my presentation</td>
</tr>
<tr>
<td>understanding of the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>target culture evident?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Donna Clementi
Designing feedback backwards:

1. Start with the ends (performance goals) – Identify what makes a quality performance and cluster elements into categories

2. Evaluate the elements against the characteristics of the targeted level of proficiency

3. Describe each element in terms of the performance you want to see (What meets your expectations?)

4. Pilot and then revise in terms of what will help students set targets to improve
Involve students in the process:

1. Practice the elements of the rubric to be used for evaluation (understanding what counts)

2. Have students put the rubric into their own words

3. Examine the power of student ownership of the process (reflection through portfolio)

4. Students identify their strengths and weaknesses (student-led conferences)
Developing Tasks and Feedback: Presentational Assessments

<table>
<thead>
<tr>
<th>TASK: Describe what students will do (How)</th>
<th>Identify your PERFORMANCE EXPECTATIONS (How Well)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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## Developing Tasks and Feedback: Presentational Assessments

<table>
<thead>
<tr>
<th>TASK: (How)</th>
<th>PERFORMANCE EXPECTATIONS (How Well)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students compare an element of their culture with the target culture using a Venn diagram and written descriptions</td>
<td>• Organizes the “argument”</td>
</tr>
<tr>
<td>• Students in pairs will demonstrate how to ...</td>
<td>• Spelling and grammatical errors have been checked and corrected ...</td>
</tr>
<tr>
<td>• Students will orally present their points in support of a position</td>
<td>• Maintains attention of audience by ...</td>
</tr>
<tr>
<td>• Students create a podcast to explain ...</td>
<td>• Visuals support the commentary</td>
</tr>
</tbody>
</table>

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Follow-Up Task (for 4 additional CEUs):

1. Design *two presentational tasks* for a specific unit of instruction
   a. One task at the *beginning or middle point* of the unit
   b. One task that is your *summative assessment* at the end of the unit
2. Describe how the tasks build on and develop the unit’s thematic focus
3. Provide your feedback tool (rubric) for the summative assessment (what criteria were used to evaluate students’ performance)
4. Provide two examples of the student’s work (oral, written, or visually represented)

Send the assignment to:

psandrock@actfl.org
Webinar Series: Assessments to Measure and Build Language Performance

1. Creating Interpretive Tasks Targeting Proficiency Levels (April 5)

2. Designing Presentational Performance Tasks and Their Rubrics (April 19)

3. Developing Communication Skills Through Interpersonal Performance Tasks (May 3)

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Thank You

Resources will be made available at:
www.actfl.org/webinarPaul