LEARNER PATHWAY to Teacher Effectiveness for Language Learning

How do performance assessments support language development?

TELL Learner Pathways look at effective learning experiences from the perspective of the learner by describing what students do. Each pathway identifies three learner engagement behaviors. Key sub-criteria from the Teacher Effectiveness for Language Learning (TELL) Framework identify a set of teacher behaviors that result in the identified learner engagement behaviors. These pathways allow teachers to reflect on the degree to which their learners exhibit the engagement behaviors and identify areas of focus for their professional growth.

Learners engage in formative real-world performance tasks to demonstrate how well they are making progress toward meeting the performance objectives.	**Learners engage in summative real-world performance tasks to demonstrate how well they meet the performance objectives.**	**Learners use timely and actionable feedback on how well they are meeting the performance objectives to improve their performance.**
FORMATIVE ASSESSMENTS	**SUMMATIVE ASSESSMENTS**	**FEEDBACK**
The teacher plans opportunities to assess students' ability to demonstrate the daily learning targets. **PL4.b**	The teacher designs assessment tasks in the modes of communication. **PL2.a**	The teacher uses performance tasks that provide feedback on how well students have met the performance objectives. **PF1.d**
The teacher plans how to help students reflect on their attainment of the learning targets. **PL5.d**	The teacher designs assessment tasks that allow students to perform within the range of their proficiency targets. **PL2.b**	The teacher shares performance criteria with students that measure the effectiveness of communication. **PF2.a**
The teacher ensures that students' learning experiences prepare them for the performance tasks. **PF1.a**	The teacher uses performance tasks that clearly outline expectations and that have a real-world purposeful context. **PF1.b**	The teacher provides students with feedback that is supported by evidence from student performance. **PF2.b**
The teacher uses daily checks for learning to collect evidence of students' growth toward the learning targets. **PF3.a**	The teacher uses performance tasks that allow students to demonstrate growth relative to the proficiency targets. **PF1.c**	The teacher and students use rubrics to define performance and provide feedback throughout the learning process. **LT4.a**
The teacher provides opportunities for students to reflect on how well they meet daily learning targets and their own goals. **PF3.b**		The teacher and students use tools to document, track, and reflect on performance over time. **LT4.c**

TELL Framework Domains:

EN: Environment - PL: Planning - LE: Learning Experience - PF: Performance & Feedback - LT: Learning Tools - CO: Collaboration - PR: Professionalism